<:	OUTCOMES:	HOOK:	OUTCOMES:	HOOK:	OUTCOMES:
nn 1	OUTCOMES.	Autumn 2	OUTCOMES.	Spring 1	OUTCOIVIES.
Ourselves/families/Settlin	PSED - To initiate conversations	Space and light/dark/aliens	PSED -	People who help	PSED -
g	and take into account of what	bonfire night	Aware of the boundaries set, and	us/community/superhero	Explains own knowledge and
Harvest	others say.	Nativity	of behavioural expectations in the	S	understanding, and asks
Diwali	- Aware of the	Christmas	setting.	Our local area	appropriate questions of oth
Autumn	boundaries set, and of	Remembrance	Confident to speak to others	Chinese New Year	
	behavioural		about own needs, wants,	Spring	C&L- Listens and responds to
	expectations in the		interests and opinions		ideas expressed by others in
	setting.				conversation or discussion.
	C&L - Responds to instructions				Uses talk to organise, sequer
	following a two-part		C&L - Links statements and sticks		and clarify thinking, ideas,
	sequence.		to a main theme or intention.		feelings and events.
	Uses language to imagine and		Able to follow a story without		PD -
	recreate roles and		pictures or props.		Begins to form recognisable
	experiences in play situations.				letters. •Uses a pencil and ho
					effectively to form recognisa
	Lit - To hear and say the initial		PD - Shows some understanding		letters, most of which are
	sound in words.		that good practices with regard to		correctly formed.
			exercise, eating, sleeping and		Shows understanding of the
	PD - To show increasing control		hygiene can contribute to good		for safety when tackling new
	over an object.		health		challenges, and considers and
	- To gain confidence		Uses simple tools to effect		manages some risks. • Shows
	dressing and		changes to materials. Handles		understanding of how to
	undressing.		tools, objects, construction and		transport and store equipme
	Maths - To count objects to ten,		malleable materials safely and		safely
	and beginning to count		with increasing control		Lit -
	beyond 10.				Begins to read words and sin
	- To select a particular		Lit -		sentences. Uses vocabulary a
	named shape.		Can segment the sounds in simple		forms of speech that are
	UW -		words and blend them together		increasingly influenced by th
	Enjoys joining in with family				experiences of books.
	customs and routines		Maths - Can describe their		Uses some clearly identifiable
	Complete a simple computer		relative position such as 'behind'		letters to communicate mean
	program		or 'next to.'		representing some sounds
	EAD - To explore what happens		Orders two or three items by		correctly and in sequence.
	when you mix colours.		length or height.		•Writes own name and othe
	To build up a repertoire of songs		Uses the language of 'more' and		things such as labels, captions
	and dances.		'fewer' to compare two sets of		Maths - Finds the total number of ite
	Create simple representations of		objects. Finds the total number of items in		
	events, people and objects.		two groups by counting all of		two groups by counting all of them. •Says the number that

PSED - Settling into Nursery routine /Separating from parents/carers.
Interested in others play starting to join in.
Sharing and taking turns with support.
Asking adults for support.
Shows affection and concern for people who are special to them. 22-36

C&L - Phonics Phase 1 Aspects 2 & 3 Listening to stories Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 22-36

PD -Clearly communicates their need for potty or toilet 22-36 Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. 22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. 22-36 Body parts action songs Exploring how to move different parts of the body in different ways

L - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 22-36 Repeats words or phrases from familiar stories 22-36 Distinguishes between the different marks they make 22-36 look at signs and symbols in the environment

M - Recognising numbers 0-10 Reciting numbers 0-10 Basic flat 2D shapes, naming and

them.

UW - To interact with age appropriate software. Enjoys joining in with family customs and routines

EAD -

-Experiments to create different textures. -Understands that different media can be combined to create new effects -Chooses particular colours to use for a purpose. -Introduces a storyline or narrative into their play

PSED - Building relationships with others

C&L -Phonics Phase 1 Aspects 6 Listening to stories Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 22-36 Practise tracing the initial letter of their name or their full first name

PD -Exploring how to move different parts of the body in different ways

L - Beginning to learn book terminology Beginning to write/make marks of family names/messages in Christmas cards etc

M -Recognising numbers 0-10 Reciting numbers 0-10 Basic flat 2D shapes, naming and talking about properties Making patterns with two colours Creates and experiments with symbols and marks representing ideas of number. 22-36 Begin to make comparisons one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money

UW -

They know that other children don't always enjoy the same things, and are sensitive to this. Children recognise that a range of technology is used in places such as homes and schools.

EAD -

Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

PSED - Asking adults for help Sharing and taking turns with support and independently. Being confident to join in with small group discussions

C&L -Phonics Phase 1 aspects 1, 4, 5, 6 & 7 Listening to stories

PD -Putting on coats and doing them up Cleaning their nose and washing their hands independently Exploring how to move different parts of the body in different ways Balancing on different parts of the body Dance

LITERACY CLPE – Sharing a shell Owl babies So much Bog baby Our house	talking about properties Making patterns with two colours Creates and experiments with symbols and marks representing ideas of number. 22-36 Begin to make comparisons between quantities, using language more and alot. UTW: Talking about their families. Has a sense of own immediate family and relations 22-36 Working with age appropriate programmes on the computer. 2 Simple Seeks to acquire basic skills in turning on and operating some ICT equipment. 22-36 Enjoys playing with small-world models such as a farm, a garage, or a train track. 22-36 EAD - Learning new songs Exploring musical instruments - Shows an interest in the way musical instruments sound. 22-36 Play dough Painting at the easel - Experiments with blocks, colours and marks. 22-36 •Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' 22-36 Baking-making biscuits	LITERACY Man on the moon Aliens love underpants The way back home Lost and found Can't you sleep little bear The darkest dark (Chris Hadfield)	between quantities, using language more and alot. UTW - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 30-50 EAD -	LITERACY The three little pigs CLPE – Yucky worms Supertatoe Superveg Blue penguin How to look after your dinosaur	L - writing lists writing in Mother's Day and Easter cards Labelling characters from a story Practise writing the initial letter of their names or their full first name Drawing features on a character M - Recognising and ordering numbers 0-10 Counting small amounts of objects using 1:1 correspondence Matching number to quantity up to 5 UTW - Working with age appropriate programmes on the computer 2simple Using remote control cars and torches etc EAD - Learning songs Playing musical instruments Play dough Painting at easel Acting out a familiar role
Sharing a shell Owl babies So much Bog baby		Aliens love underpants The way back home Lost and found Can't you sleep little bear		CLPE – Yucky worms Supertatoe Superveg Blue penguin	
All in one piece (Jill Murphy)					
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Image: Sec: Sec: Sec: Sec: Sec: Sec: Sec: Se			•				
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lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.PD - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.understand and follow the rules. They anow behaviour to different situations, and take changes of routine in their stride.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Showsgood health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.C&I-ELG Children listen attentively in a range of situations. They listen to stories, accurately anticharent terving listen to stories, accurately and understand listen to stories, accurately and understand listen to stories, accurately and understand listen to stories, accurately and understand listen to stories, accurately and understand and understand listen to stories, accurately anticharent terving listen to stories, accurately anticharent terving listen to stories, accurately and under		-					
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effectively to form recognisable letters, most of which are correctly formed.small movements. They move confidently in a range of ways, safely negotiating space.behaviour to different situations, and take changes of routine in their stride.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.Children how the importance for good health of physical exercise, ways to keep healthy and safe.Children listen attentively in a range of stuations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments.Children isten attentively in a range of stuations. They anticipating key events and respond to what they hear with relevant comments, they and safely.Children respond to what they hear with relevant comments, anticipating key events and respond to what they hear with relevant comments, aloud accurately.with relevant comments, they and tipating key events and respond to what they hear with relevant comments, they aloud accurately.Know shat information can be retrieved from books and computersChildren set in phonic knowledge to write words in ways which match their spoken sounds.others say and respond appriately, while engaged in another activity.Know shat information can be retrieved from books and computersChildren isten if you instructions appriately, while engaged in another activity.in another activity.Know shat information can be sentences in meaningful contexts.They also write some irregular sentences in meaningful contexts.Children isten attentively in a <br< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td></br<>							
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discussion, beginning to use the Some words are spelt correctly their experiences and in							
		uiscussion, beginning to use the					rosponso to storios or overte

LITERACY Jack and the beanstalk	LITERACY	LITERACY	
CLPE –	CLPE – Jack and the beanstalk	CLPE –	
		The train ride	
The leopards drum	Yucky worms	We are going on a hunt	
handas suprise	Aargh spider	Anna Hibiscus	
No dinner	Information books		
The gigantic Turnip			

OUR AWESOME CURRICULUM - Year B

EYFS Curriculum Map							
PSE C&L PD Literacy Maths UW EAD							
PSE Call PD Literacy Mattis OW	EAD						
HOOK: Autumn 1 LITERACY CLPE – Our family tree Poppy and the Blooms (Fiona Woodcock)	OUTCOMES:	HOOK: Autumn 2 LITERACY Dinosaurs and all that rubbish Dinosaurs Roar Dinosuars love underpants	OUTCOMES:	HOOK: Spring 1 LITERACY CLPE – Little red riding hood Cinderella Gingerbread man Ugly duckling	OUTCOMES:		
HOOK: Spring 2	OUTCOMES:	HOOK: Summer 1	OUTCOMES:	HOOK: Summer 2	OUTCOMES:		
 Easter Farm Mothering Sunday 	PSED- Takes steps to resolve conflicts with other children, e.g. finding a compromise. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy C&L Children express themselves	Life cycles •	PSED- Takes steps to resolve conflicts with other children, e.g. finding a compromise. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy C&L - Children listen attentively in a range of situations. They listen to	Cultures in the classroom - Parents coming in to the classroom Sports Day Transition- Starting new beginnings/school	PSED- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new		

effectively, showing awareness of listeners' needs.stories, accurately anticipating key events and respond to whatactivities, and say some activities modListens and responds to ideasthey hear with relevantThey are confidendexpressed by others in conversation or discussion.comments, questions or actionsfamiliar group, wilTwo-channelled attention - can listen and do for short span.involving several ideas or actions.resources they needPD- Uses simple tools to effect changes to materials. HandlesPD- children express themselvesChildren express themselvesChildren express themselves	ore than others. It to speak in a I talk about ill choose the ed for their They say when eed help. It how they and hogs, talk about
Listens and responds to ideasthey hear with relevantThey are confidentexpressed by others incomments, questions or actionsfamiliar group, willconversation or discussion.Children follow instructionstheir ideas, and willTwo-channelled attention - caninvolving several ideas or actions.resources they netlisten and do for short span.They answer 'how' and 'why'chosen activities.they do or don't nPD-experiences and in response toChildren talk aboutchildren talk aboutUses simple tools to effectstories or events.others show feelin	t to speak in a I talk about ill choose the ed for their They say when eed help. t how they and ngs, talk about
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PD- Uses simple tools to effectexperiences and in response to stories or events.Children talk about others show feeling	t how they and ags, talk about
Uses simple tools to effect others show feeling others show feelin	ngs, talk about
	• · ·
changes to materials. Handles Children express themselves their own and oth	ers' hehaviour
tools, objects, construction and effectively, showing awareness of and its consequent	
malleable materials safely and listeners' needs. They use past, that some behavior	
with increasing control. Shows a present and future forms unacceptable. The	
preference for a dominant hand. accurately when talking about of a group or class	
Begins to use anticlockwise events that have happened or are understand and for	
movement and retrace vertical to happen in the future. They adjust their b	
lines. Begins to form recognisable PD - Children show good control different situation	
letters. Uses a pencil and holds itand co-ordination in large andchanges of routine	in their stride.
effectively to form recognisable small movements. They move	
letters, most of which are confidently in a range of ways, C&L-ELG	
correctly formed. safely negotiating space. Children listen atte	entively in a
Shows understanding of the needChildren know the importance forrange of situations	
for safety when tackling new good health of physical exercise, stories, accurately	
challenges, and considers and and a healthy diet, and talk about key events and res	
manages some risks. Shows ways to keep healthy and safe. they hear with rele	
understanding of how to Lit - comments, question	
transport and store equipment Children read and understand They give their att	
safely. simple sentences. They use others say and res	
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Enjoys an increasing range ofregular words and read themanother activity.	
books. aloud accuratelyChildren follow in:	structions
Knows that information can beChildren use their phonicinvolving several in	
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computers ways which match their spoken questions about the	neir
Attempts to write short sounds. They also write some experiences and ir	response to
sentences in meaningful irregular common words. They stories or events.	
contexts. write simple sentences which can -Children express t	hemselves
Maths- be read by themselves and effectively, showing	ig awareness of
In practical activities and others. Some words are spelt listeners' needs. T	hey use past,
discussion, beginning to use the correctly and others are present and future	e forms
vocabulary involved in adding phonetically plausible. accurately when t	
and subtracting. Maths - events that have h	appened or are
Records, using marks that theyChildren count reliably withto happen in the f	uture. They
can interpret and explain. numbers from one to 20, place develop their own	
Uses everyday language related them in order and say which explanations by co	nnecting ideas
to time. Beginning to use number is one more or one less or events.	
everyday language related to than a given number.	
money. Orders and sequences Children use everyday language PD-ELG	
familiar events. to talk about size, weight, Children show good	od control and
UW- capacity, position, distance, time co-ordination in la	rge and small

Children talk about past and	and money to compare quantities	movements. They move
present events in their own lives	and objects and to solve	confidently in a range of ways,
and in the lives of family	problems. They recognise, create	safely negotiating space. They
members.	and describe patterns.	handle equipment and tools
Looks closely at similarities,		effectively, including pencils for
differences, patterns and change.	UW -	writing.
Enjoys joining in with family	Children talk about past and	Children know the importance for
customs and routines	present events in their own lives	good health of physical exercise,
EAD-	and in the lives of family	and a healthy diet, and talk about
Selects appropriate resources	members. They know that other	ways to keep healthy and safe.
and adapts work where	children don't always enjoy the	They manage their own basic
necessary.	same things, and are sensitive to	hygiene and personal needs
Selects tools and techniques	this.	successfully, including dressing
needed to shape, assemble and	Children know about similarities	and going to the toilet
join materials they are using.	and differences in relation to	independently
Plays cooperatively as part of a	places, objects, materials and	
group to develop and act out a	living things. They talk about the features of their own immediate	Lit - ELG
narrative.	environment and how	-Children read and understand
		simple sentences. They use
	environments might vary from one another.	phonic knowledge to decode regular words and read them
	Children recognise that a range of	aloud accurately. They also read
	technology is used in places such	some common irregular words.
	as homes and schools. They	They demonstrate understanding
	select and use technology for	when talking with others about
	particular purposes.	what they have read.
	EAD-	-Children use their phonic
	Children sing songs, make music	knowledge to write words in
	and dance, and experiment with	ways which match their spoken
	ways of changing them. They	sounds. They also write some
	safely use and explore a variety	irregular common words. They
	of materials, tools and	write simple sentences which can
	techniques, experimenting with	be read by themselves and
	colour, design, texture, form and	others. Some words are spelt
	function.	correctly and others are
		phonetically plausible
		Math-
		Children count reliably with
		numbers from one to 20, place
		them in order and say which
		number is one more or one less
		than a given number. Using
		quantities and objects, they add
		and subtract two single-digit
		numbers and count on or back to
		find the answer. They solve
		problems, including doubling,
		halving and sharing.
		-Children use everyday language
 	 L	 to talk about size, weight,

			capacity, position, distance, time
			and money to compare quantities
			and objects and to solve
			problems. They recognise, create
			and describe patterns. They
			explore characteristics of
			everyday objects and shapes and
			use mathematical language to
			describe them.
			UW-Children talk about past and
			present events in their own lives
			and in the lives of family
			members. They know that other
			children don't always enjoy the
			same things, and are sensitive to
			this. They know about similarities
			and differences between
			themselves and others, and
			among families, communities and
			traditions.
			Children know about similarities
			and differences in relation to
			places, objects, materials and
			living things. They talk about the
			features of their own immediate
			environment and how
			environments might vary from
			one another. They make
			observations of animals and
			plants and explain why some
			things occur, and talk about
			changes.
			-Children recognise that a range
			of technology is used in places
			such as homes and schools. They
			select and use technology for
			particular purposes.
			EAD-
			Children sing songs, make music
			and dance, and experiment with
			ways of changing them. They
			safely use and explore a variety
			of materials, tools and
			techniques, experimenting with
			colour, design, texture, form and
			function.
			Children use what they have
			learnt about media and materials
			in original ways, thinking about
			uses and purposes. They
 L	l	 	uses and pulposes. They

			represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
LITERACY Farmer Duck	LITERACY	LITERACY	
A squash and a squeeze	CLPE – The hungry caterpillar	CLPE –	
Information books	The bad tempered ladybird	Tidy (Emily Gravett)	
	Information books	My name is not refugee (Kate	
CLPE – What the ladybird heard		Milner)	