

PSE C&L PD Literacy Maths UW EAD					
HOOK:		OUTCOMES:		HOOK:	
Autumn 1		Autumn 2		Spring 1	
<ul style="list-style-type: none"> • Ourselves/families/Settling • Harvest • Diwali • Autumn 		Space and light/dark/aliens bonfire night • Nativity Christmas Remembrance		<ul style="list-style-type: none"> • People who help us/community/superheroes • Our local area • Chinese New Year • Spring 	
PSED - To initiate conversations and take into account of what others say. - Aware of the boundaries set, and of behavioural expectations in the setting. C&L - Responds to instructions following a two-part sequence. Uses language to imagine and recreate roles and experiences in play situations. Lit - To hear and say the initial sound in words. PD - To show increasing control over an object. - To gain confidence dressing and undressing. Maths - To count objects to ten, and beginning to count beyond 10. - To select a particular named shape. UW - Enjoys joining in with family customs and routines Complete a simple computer program EAD - To explore what happens when you mix colours. To build up a repertoire of songs and dances. Create simple representations of events, people and objects.		PSED - Aware of the boundaries set, and of behavioural expectations in the setting. Confident to speak to others about own needs, wants, interests and opinions C&L - Links statements and sticks to a main theme or intention. Able to follow a story without pictures or props. PD - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control Lit - Can segment the sounds in simple words and blend them together Maths - Can describe their relative position such as 'behind' or 'next to.' Orders two or three items by length or height. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of		PSED - Explains own knowledge and understanding, and asks appropriate questions of others. C&L- Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. PD - Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 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 Lit - Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. Maths - Finds the total number of items in two groups by counting all of them. •Says the number that is	

	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>M - Recognising numbers 0-10 Reciting numbers 0-10 Basic flat 2D shapes, naming and</p>		<p>them.</p> <p>UW - To interact with age appropriate software. Enjoys joining in with family customs and routines</p> <p>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</p> <p>PSED - Building relationships with others</p> <p>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</p> <p>PD -Exploring how to move different parts of the body in different ways</p> <p>L - Beginning to learn book terminology Beginning to write/make marks of family names/messages in Christmas cards etc</p> <p>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</p>		<p>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</p> <p>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.</p> <p>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.</p> <p>PSED - Asking adults for help Sharing and taking turns with support and independently. Being confident to join in with small group discussions</p> <p>C&L - Phonics Phase 1 aspects 1, 4, 5, 6 & 7 Listening to stories</p> <p>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</p>
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	<p>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.</p> <p>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</p> <p>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</p>		<p>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 -</p>		<p>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</p> <p>M - Recognising and ordering numbers 0-10 Counting small amounts of objects using 1:1 correspondence Matching number to quantity up to 5</p> <p>UTW - Working with age appropriate programmes on the computer 2simple Using remote control cars and torches etc</p> <p>EAD - Learning songs Playing musical instruments Play dough Painting at easel Acting out a familiar role</p>
<p>LITERACY CLPE – Sharing a shell Owl babies So much Bog baby Our house Beegu The Acorn All in one piece (Jill Murphy)</p>		<p>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)</p>		<p>LITERACY The three little pigs CLPE – Yucky worms Supertatoe Superveg Blue penguin How to look after your dinosaur (Jason Cockcroft)</p>	
HOOK: Spring 2		HOOK: Summer 1		HOOK: Summer 2	
OUTCOMES:		OUTCOMES		OUTCOMES:	

<ul style="list-style-type: none"> • Easter • Traditional Tales • Mothering Sunday 	<p>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</p> <p>C&L Children express themselves effectively, showing awareness of listeners' needs. Listens and responds to ideas expressed by others in conversation or discussion. Two-channelled attention – can listen and do for short span.</p> <p>PD- Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 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. Lit- Enjoys an increasing range of books. Knows that information can be retrieved from books and computers Attempts to write short sentences in meaningful contexts.</p> <p>Maths- In practical activities and discussion, beginning to use the vocabulary involved in adding and</p>	<ul style="list-style-type: none"> • Minibeasts/growing • Animals/vets • Healthy eating 	<p>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</p> <p>C&L - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. PD - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Lit - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically</p>	<p>Cultures in the classroom - Parents coming into the classroom</p> <ul style="list-style-type: none"> • Sports Day • Transition- Starting new beginnings/school • Father's Day • Holidays and journeys 	<p>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 activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>C&L-ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. -Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>
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LITERACY Jack and the beanstalk CLPE – The leopards drum handas suprise No dinner The gigantic Turnip		LITERACY CLPE – Jack and the beanstalk Yucky worms Aargh spider Information books		LITERACY CLPE – The train ride We are going on a hunt Anna Hibiscus	
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OUR AWESOME CURRICULUM - Year B

EYFS Curriculum Map					
PSE C&L PD Literacy Maths UW EAD					
HOOK:		HOOK:		HOOK:	
Autumn 1	OUTCOMES:	Autumn 2	OUTCOMES:	Spring 1	OUTCOMES:
LITERACY CLPE – Our family tree Poppy and the Blooms (Fiona Woodcock)		LITERACY Dinosaurs and all that rubbish Dinosaurs Roar Dinosuars love underpants		LITERACY CLPE – Little red riding hood Cinderella Gingerbread man Ugly duckling	
HOOK: Spring 2		HOOK: Summer 1		HOOK: Summer 2	
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 	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 <ul style="list-style-type: none"> 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

	<p>effectively, showing awareness of listeners' needs. Listens and responds to ideas expressed by others in conversation or discussion. Two-channelled attention – can listen and do for short span.</p> <p>PD- Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 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. Lit- Enjoys an increasing range of books. Knows that information can be retrieved from books and computers Attempts to write short sentences in meaningful contexts. Maths- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. UW-</p>		<p>stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. PD - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Lit - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Maths - 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. Children use everyday language to talk about size, weight, capacity, position, distance, time</p>		<p>activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>C&L-ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. -Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. -Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>PD-ELG Children show good control and co-ordination in large and small</p>
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	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Enjoys joining in with family customs and routines</p> <p>EAD-</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>		<p>and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.</p> <p>UW -</p> <p>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.</p> <p>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.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>EAD-</p> <p>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.</p>		<p>movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>Lit - ELG</p> <p>-Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>-Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>Math-</p> <p>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.</p> <p>-Children use everyday language to talk about size, weight,</p>
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					<p>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.</p> <p>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.</p> <p>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.</p> <p>-Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>EAD-</p> <p>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.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They</p>
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					represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
LITERACY Farmer Duck A squash and a squeeze Information books CLPE – What the ladybird heard		LITERACY CLPE – The hungry caterpillar The bad tempered ladybird Information books		LITERACY CLPE – Tidy (Emily Gravett) My name is not refugee (Kate Milner)	