

Stelling Minnis CE Primary School Curriculum Map

Mice Year R	Autumn 1 Texts: So Much Colour Monster	Autumn 2 Texts: How to Catch A Star Stickman	Spring 1 Text: Traditional Tales	Spring 2 Texts: Man On The Moon Handa's Surprise	Summer 1 Texts: Stanley's Stick The Gruffalo	Summer 2 Texts: Supertato Naughty Bus
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In Early Years we follow a curriculum which is mainly led by the children and their interests. This Curriculum Map is a selection of potential ideas and opportunities. Children will be offered an abundance of fun, engaging and challenging opportunities to learn through play. We will provide high quality interactions in order to develop and deepen the children's learning opportunities, through a balance of adult led and child initiated activities based on the EYFS Framework 2021.

Overarching Principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling Environments:** 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. **Learning and Developing:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

The Characteristics of Effective Learning: These characteristics underpin all learning and development across the EYFS Curriculum and support the child to become an effective and motivated learner. **Playing and Exploring -** 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 **Active Learning -** 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 **Creating and Thinking Critically -** 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.

Theme	This Is Me!	Let's Celebrate!	Terrific Tales!	What's your super power?	The Great Outdoors (Come Outside!)	Journeys (Where shall we go?)
Link to Main EYFSP Areas of Learning	PSED	Expressive Arts and Design	Understanding the World	PSED	Physical Development Understanding the world	Understanding the World
Communication and Language	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them This is me! - Sharing facts about me! Colour Monster – exploring and describing how we feel Shared stories - all about me. Model talk routines through the day. For example, arriving in school/ lunchtime/home time Daily story time	Tell me a story - Develop vocabulary, retelling stories, story language, word hunts. Listening and responding to stories. Following instructions Taking part in discussion Understanding how to listen carefully and why listening is important. Use new vocabulary through the day – emersion in a language-rich environment, including choosing books that will develop vocabulary Daily story time	Using language well Asking how and why questions. Retelling a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Daily story time	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Daily story time	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Develop language and vocabulary choices Develop partner/peer talk Daily story time	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story Experience a range of text – non-fiction Daily story time
Personal, Social and Emotional Development	New Beginnings See themselves as a valuable individual. Class Rule Rules and Routines Supporting children to build relationships with peers and important adults PSHE: Being Me in My World	Learning about qualities and differences Identifying and moderating their own feelings socially and emotionally. Thinking about their own feelings and those of others. Building constructive and respectful relationships. PSHE: Celebrating Difference	What does it mean to feel proud? Show resilience and perseverance in the face of challenge. Building vocabulary to explain how they thought about a problem or an emotion and how to deal with it. PSHE: Dreams and Goals	Physical health and fitness Healthy Eating Oral Hygiene – teeth Staying safe PSHE: Healthy Me	What makes a good friend Looking after ourselves, our pets, our environment Strategies for staying calm in the face of frustration. Why we take turns, wait politely, tidy up after ourselves and so on PSHE: Relationships	Winning and losing Look how far I've come! – Preparation for transition to Year 1 PSHE: Changing Me

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Physical Development	<p>Fine Motor: Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp, develop pencil grip *Funky Fingers</p> <p>Gross Motor: Climbing – outdoor equipment climbing frame and Trim Trail. Different ways of moving to be explored with the children Changing for PE. Help individual children to develop good personal hygiene. Encourage regular handwashing and toileting</p>	<p>Fine Motor: Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. *Funky Fingers</p> <p>Gross Motor: Crates play- climbing. Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items Button Clothing Cutting with Scissors *Funky Fingers</p> <p>Gross Motor: Crate and large block play- climbing, balancing Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams Dance, moving to music</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed *Funky Fingers</p> <p>Gross Motor: Balance- children moving with confidence Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors - starting to cut along a curved line, like a circle Begin to draw shapes and lines with increasing accuracy *Funky Fingers</p> <p>Gross Motor: Obstacle activities - moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance, moving to music</p>	<p>Fine Motor: Threading, cutting, weaving, playdough Form letters correctly Copy a square Draw diagonal lines, like in a triangle with increasing accuracy Colour inside the lines of a picture with increasing accuracy Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego *Funky Fingers</p> <p>Gross Motor: Races / team games involving gross motor movements Crate and large block play- climbing, balancing Wheeled resources fo balancing, to sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams</p>
	PE theme	Multi-skills Outdoor Learning	Ball skills Outdoor Learning	Gymnastics Outdoor Learning	Gymnastics Outdoor Learning	Athletics Outdoor Learning
Literacy Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	<p>Phonics: Little Wandle</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>Phonics: Little Wandle</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Beginning to spot diagraphs in words. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonics: Little Wandle</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p>	<p>Phonics :Little Wandle</p> <p>Reading: Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phonics: Little Wandle</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Children read some longer words made up of letter-sound correspondences they know</p>	<p>Phonics: Little Wandle</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
Mathematics Number & Measure, Shape and Spatial Thinking (M,S&S)	<p>Just Like Me: Number: Match and Sort Compare amounts M,S&ST: Compare – size, mass & capacity</p>	<p>It’s Me 123: Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 M,S&ST: Circles & Triangles Positional Language Light & Dark: Number: Representing numbers to 5 M,S&ST: Shapes with 4 sides Time</p>	<p>Alive in 5!: Number: Introducing Zero Comparing Numbers to 5 Composition of 4&5 M,S&ST: Compare Mass Compare Capacity</p> <p>Growing 6,7,8: Number: 6,7,8 Making Pairs Combining 2 groups</p>	<p>Building 9 & 10: Number: 9 & 10 Comparing numbers To 10 Bonds to 10 M,S&ST: 3-D shapes Pattern</p>	<p>To 20 & Beyond: Number: Building numbers Beyond 10 Counting patterns Beyond 10 M,S&ST: Spatial Reasoning Match, Rotate, Manipulate First, Then, Now: Number: Adding More Taking Away M,S,ST: Spatial Reasoning Compose & Decompose</p>	<p>Find My Pattern: Number: Doubling Sharing & Grouping Even & Odd M,S,ST: Spatial Reasoning Visualise & Build On The Move: Number: Deepening & Understanding Patterns & Relationships M,S&ST: Spatial Reasoning Mapping</p>

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<p>Understanding the World</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Talk about members of their immediate family and community</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Talk about children’s past experiences of celebrations – birthdays, Christmas, religious events (Diwali, Hanukkah)</p> <p>Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.</p> <p>Talk about how some families celebrate it now – link to going to our local Church and how Christmas is celebrated in our Church school</p> <p>Make links to contrasting environments and habitats – link to space</p> <p>Use world maps to show children where some stories are based.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Listening to stories and placing events in chronological order.</p> <p>Consider traditional tales from other cultures</p>	<p>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</p> <p>Can children make comments on the weather, culture, clothing, housing</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment - Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs</p> <p>People who help us – real-life superheroes - look at emergency services</p> <p>Places we go when we need help</p> <p>Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Learn names and label body parts – humans and animals – link to vets</p> <p>Use Beebots to map and consolidate positional language and prepositions</p>
<p>Expressive Arts and Design</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> <p>Music – Me!</p>	<p>Firework pictures Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Role Play – link to Parties, Celebrations, the nativity, Father Christmas</p> <p>Nativity Play – singing, performing</p> <p>Music – My stories</p>	<p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Music – Everyone!</p>	<p>Exploring art from other cultures Design, pattern</p> <p>Explore a variety of different materials, tools and techniques. Design, show creations – relate to space</p> <p>Music – Our World</p>	<p>Den building Planting</p> <p>Story walks, recounts, outdoor role-play</p> <p>Natural resources in art – collage – Andy Goldworthy</p> <p>Link to Outdoor learning activities</p> <p>Music – Big Bear Funk</p>	<p>Role play – linked to superheroes</p> <p>Dressing up opportunities – making own superhero outfits – exploring a variety of materials, tools and techniques, with colour, design, texture, form and function</p> <p>Write and recite superhero poems and rhymes</p> <p>Music – Reflect, Rewind and Replay</p>
<p>RE</p>	<p>Creation – ‘Why is the word ‘God’ so important to Christians?</p>	<p>Incarnation - ‘Why do Christians perform Nativity plays at Christmas?</p>	<p>Which stories are special and why? (New Testament)</p>	<p>Salvation – Why do Christians put a cross in an Easter Garden?</p>	<p>Which stories are special and why? (Old Testament)</p>	<p>Which stories are special and why? (World Faiths)</p>

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