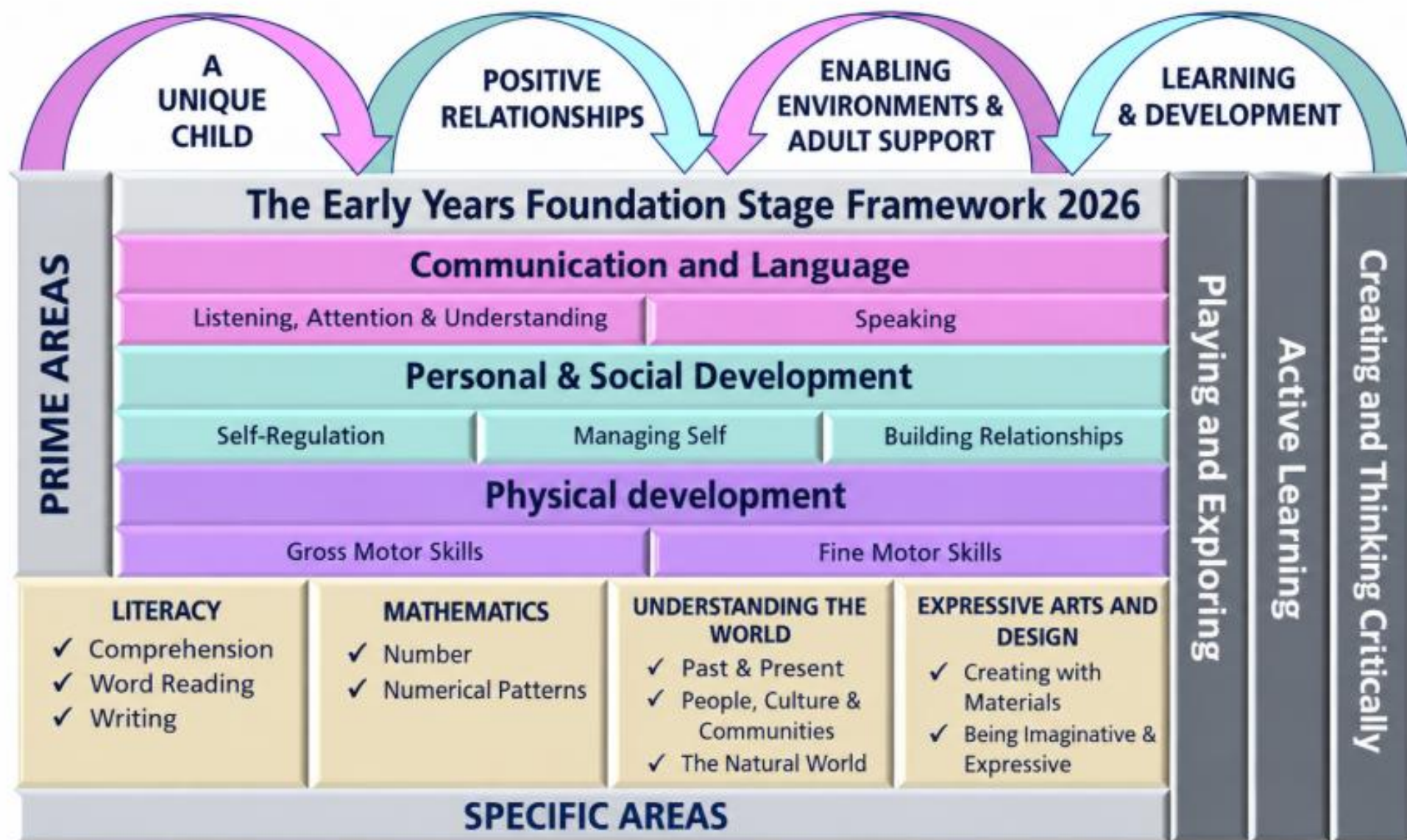


EARLY YEARS CURRICULUM MAP 26-27



2026 statutory updates: safer sleep • regard for children's screen use • banned dog breeds • safeguarding: report allegations of harm

EARLY YEARS STATEMENT OF INTENT

At St John's, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that the children will continue to build upon. We engage children in learning from the very start and expect them to leave us as confident, independent, resilient learners who are curious about the world around them. We are ambitious for every child and recognise their individual starting points, interests and needs.

All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. We identify children's strengths and areas for development early and provide appropriate support and challenge to help them make progress.

We are committed to supporting disadvantaged children and those at risk of falling behind. Through high-quality teaching, early identification and targeted support, we work to remove barriers to learning and close attainment gaps, while maintaining high expectations for every child.

We are fully inclusive, and all children are expected to think about the needs of others and to be kind. We respect all families and aim to develop a positive two-way relationship with each one. We value parents and carers as partners in their child's learning and development.

Our approach to teaching and learning is practical and playful and considers the needs and interests of the children. We provide an ambitious and balanced curriculum, with a strong focus on communication and language, building on what children already know and can do.

We have high expectations for the children both in terms of their behaviour and their learning and set challenges to encourage personal ambition. Our teaching combines adult-led learning with opportunities for child-initiated play, exploration and discovery. We use observation and assessment to inform our teaching and identify next steps.

We keep the 'Characteristics of Effective Learning' at the heart of all we do and plan learning experiences that allow the children to develop these skills. We encourage children to develop curiosity, perseverance, creativity and confidence, providing strong foundations for their future learning.

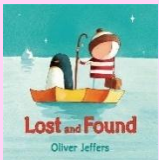
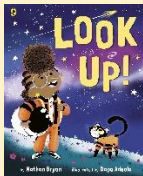
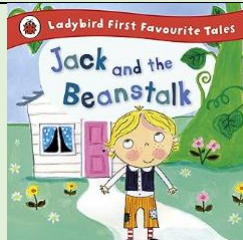
Our learning environments, both inside and outside, are adapted regularly to meet the developing needs of the children. We aim to make these stimulating, exciting and challenging for all children, taking account of their individual needs and stage of development. Our environments encourage independence, exploration and appropriate risk-taking within a safe and supportive setting.

At St John's, we believe that Reception builds on children's previous experiences and provides strong foundations for their continuing educational journey. We aim to ignite a passion for learning and enable every child to reach their full potential.

In Reception at
St John's we are:

KIND
AMBITIOUS
CONFIDENT
INDEPENDENT
RISK-TAKERS
RESILIENT
CURIOUS

RECEPTION CURRICULUM MAP 26-27

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	'MARVELOUS ME'	'IT'S FREEEEEEZING...'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
POSSIBLE TEXTS	 The Colour Monster – Anna Llenas The Family Book by Todd Parr Starting School by Caryn Jenner and Arthur Robins Our Class Family by Shannon Olsen Bog Baby by Jeanne Willis	 Lost and Found – Oliver Jeffers Penguins – National Geographic Poles Apart – Jeanne Willis The Emperor's Egg – Martin Jenkins The Jolly Christmas Postman The Nativity Story	 How to Catch a Star – Oliver Jeffers On Sudden Hill – Linda Sarah Look Up! – Nathan Bryon On the Moon – Anna Milbourne The Way Back Home – Oliver Jeffers The Man on the Moon – Simon Bartram	 The Proudest Blue – Ibtijab Muhammad What We'll Build – Oliver Jeffers Supertato – Sue Hendra Three Little Superpigs – Matt Carr Super Daisy - Kes Gray 10 Little Superheroes - Mike Brownlow	 Jack and the Beanstalk The Three Billy Goats Gruff – Irene Yates The Three Little Pigs – Nicola Baxter Cinderella No Dinner – Jessica Souhami	 Rainbow Fish – Marcus Pfister If Sharks Disappeared – Lily Williams The Snail and the Whale – Julia Donaldson Somebody Swallowed Stanley – Sarah Roberts Tiddler – Julia Donaldson The Big Book of Blue – Yuval Zommer Commotion in the Ocean – Lucy Cousins
'WOW' MOMENTS / ENRICHMENT ACTIVITIES	*Visit to the local library	*Christmas play	*Inflatable planetarium in school	*Superhero challenge day	*Drama workshop *Trip to the Stag Theatre/ Ship Theatre	*Trip to London Aquarium
WHOLE SCHOOL LINKS	Introduce year 6 buddies Lunchtime Playtime Reception Class Welcome Assembly Sharing Afternoon	Christmas Church Service Carol Service	Start attending assemblies – Wednesday and Friday	Easter Church Service World Book Day Activities	Reading session with buddies Assembly daily	Sports Day Transition Week Leavers' Church Service

CHARACTERISTICS OF EFFECTIVE LEARNING



Playing and Exploring

Children investigate, experience things and 'have a go'. They develop their own interests, make choices and explore how things work, building knowledge and experiences through play.

Active Learning

Children concentrate and keep trying when they encounter difficulties. They develop persistence, motivation and self-regulation, and take pride in their achievements.

Creating and Thinking Critically

Children develop their own ideas, make links between ideas and develop strategies for doing things. They use previous experiences to solve problems, make decisions and explore possibilities.

Unique Child

Every child is unique and can be resilient, capable, confident and self-assured. We recognise and value each child's individual needs, interests and strengths.

Positive Relationships

Children learn to be strong and independent through warm, positive and responsive relationships with practitioners, parents and carers.

Enabling Environments

Children learn and develop well in safe, secure and stimulating environments where adults respond to their individual needs and interests and support them to build on their learning.

Learning and Development

Children develop and learn at different rates. Practitioners recognise individual needs and adapt their support and teaching accordingly, including for children who require additional support.



EARLY YEARS CURRICULUM MAP 26-26

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
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.					
WHOLE EYES FOCUS – C&L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, PSHE TIMES, STORIES, SINGING, SPEECH AND LANGUAGE INTERVENTIONS, THINK, PAIR, SHARE ACTIVITIES, PRODUCTIONS, ASSEMBLIES AND WEEKLY INTERVENTIONS. DAILY STORY TIME	Listen to stories and answer some questions about them Express an opinion about a story Understand and follow instructions Answer questions such as why? how? and what? Use new vocabulary learned from stories Join in with repeated refrains in stories Use talk to organise themselves	Develop vocabulary and use in conversation Retell stories Understand and follow instructions Take part in discussions with one other person Join in with small group discussions Join in with songs and rhymes Perform to an audience	Using language to explain and use connectives to join sentences Ask how and why questions Retell a story with story language Describe events in detail – time connectives New vocabulary Engage in non-fiction texts Use topic specific technical vocabulary	Use social phrases Use talk to work out problems and organise thinking Use talk to explain how and why things may happen Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use language to describe Use new vocabulary in different contexts Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Describe events in detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Articulate their ideas and thoughts in well-formed sentences

EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
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, persevere when things are difficult, and direct their 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 positively. These attributes will provide a secure platform from which children can achieve and develop positive relationships throughout their lives.					
MANAGING SELF	Think about why we have school rules Follow the school and classroom rules Think about everyone's right to learn Use kind hands Look after resources Learn classmate's names Become familiar with the daily routine Start to recognise own feelings – Zones of Regulation, Colour Monster Ask for help when needed Share resources Take turns Wait patiently Talk about similarities and differences Name special people in their lives	Include others when working and playing Try to solve problems Look after own possessions Be prepared for learning Be sensitive towards others and celebrate what makes each person unique Recognise that we can have things in common with others Use speaking and listening skills to learn about the lives of their peers Know the importance of showing care and kindness towards others Demonstrate skills in building friendships and cooperation	Stay motivated when doing something challenging Work well with a partner or in a group Say when they feel proud Talk about how to keep their bodies healthy and safe Name ways to stay safe around medicines Know how to stay safe in their home, classroom and outside Know age-appropriate ways to stay safe online Name adults in their lives and those in their community who keep them safe	Understand that we need to exercise to keep our bodies healthy Know which foods are healthy and not so healthy and can make healthy eating choices Understand that they can make a difference Identify how they can care for their home, school and special people Talk about how they can make an impact on the natural world Talk about similarities and differences between themselves Demonstrate building relationships with friends	Think of ways to solve problems to stay friends Start to realise the impact of unkind words Feel resilient and confident in their learning Name and discuss different types of feelings and emotions Learn and use strategies or skills in approaching challenges Understand that they can make healthy choices Name and recognise how healthy choices can keep us well	Name parts of the body Understand that we grow from babies Express feelings about moving to year 1 Talk about worries or excitement about moving to a new class Share memories of best bits of school so far Understand that there are changes in nature and humans Name the different stages in childhood and growing up Understand that babies are made by a man and a woman Use the correct vocabulary when naming the different parts of the body Know how to keep themselves safe

	Describe different feelings Identify who can help if they are sad, worried or scared Identify ways to help others or themselves if they are sad or worried					
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EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
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					
FINE MOTOR CONTINUOUSLY CHECK THE PROCESS OF CHILDREN'S HANDWRITING (PENCIL GRIP AND LETTER FORMATION, INCLUDING DIRECTIONALITY). PROVIDE EXTRA HELP AND GUIDANCE WHEN NEEDED. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Manipulate objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp pencil grip Attempt to cut with scissors	Develop muscle tone to put pencil pressure on paper Use tools to make changes to materials Show preference for dominant hand Begin to form letters Zip coat, put on shoes	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Cut with Scissors with increasing control	Hold pencil effectively with comfortable grip Form recognisable letters Do clothes fastenings	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle	Form letters correctly Fasten clothes – zips and buttons independently Use pincer grip effectively Show good hand to eye coordination Show good control with small tools – pens, paintbrush, needle
GROSS MOTOR FREE FLOW ACCESS TO THE OUTSIDE AREA AND REGULAR PE AND FOREST SCHOOL SESSIONS	Move safely and sensibly in a space Move safely and stop with control Use equipment safely and responsibly	Move safely and sensibly in a space Move safely and stop with control Use equipment safely and responsibly	Copy and create shapes with your body Create shapes on apparatus	Explore different body parts and how they move Move and remember different actions Express and communicate ideas	Develop rolling a ball to a target Develop stopping a ball Develop accuracy when throwing to a target	Play games showing an understanding of the roles withing it Follow instructions and move safely when playing in a team

		Travel in different ways Copy actions Work cooperatively with a partner	Develop balance and taking weight on different body parts Develop jumping and landing safely Copy and create short sequences linking actions together	through movement exploring directions and levels Move with control and coordination, linking, copying and repeating actions	Develop bouncing and catching a ball Develop dribbling and kicking a ball	Work with others to play team games Use a variety of equipment safely and confidently
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EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
LITERACY	It is crucial for children to develop a lifelong 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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	Join in with rhymes Show an interest in stories with repeated refrains Recognise environmental print Have a favourite story/rhyme Sequence familiar stories through the use of pictures to tell the story Recognise initial sounds Recognise own name Engage in extended conversations about stories Learn new vocabulary. Use and create story Maps	Retell stories related to events through acting/role play Retell stories using images Orally retell stories Sequence story – use vocabulary of beginning, middle and end Enjoy an increasing range of books Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	Make up stories Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Share books with friends Identify non fiction books and some of their features	Re-read books to build up confidence in word reading, fluency and understanding and enjoyment Use vocabulary and forms of speech that are increasingly influenced by experiences of books Develop own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative Create own rhyming words Explain the main events of a story - Draw pictures of characters/ event / setting in a story Role play characters	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Make predictions Begin to understand that fiction means story Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title Sort books into categories
WORD	Rhythm and rhyme Echo sounds Discriminate sounds Make body percussion	Learn Phase 2 phonemes Including digraphs Blend cvc words containing phase 2 phonemes	Learn Phase 3 phonemes Including digraphs and trigraphs	Blend cvc words containing phase 3 phonemes	Read words with short vowels CVCC CCVC Read words with short vowels CCVCC CCCVC CCCVCC longer words	Read long vowel sounds CVCC CCVC Read long vowel sounds CCVC CCCVC CCV CCVCC

READING	Orally blend and segment Learn Phase 2 phonemes Blend cvc words containing phase 2 phonemes Segment cvc words containing phase 2 phonemes Read tricky words	Segment cvc words containing phase 2 phonemes Read tricky words Read words with s /s/ added at the end (hats sits)	Blend cvc words containing phase 3 phonemes Segment cvc words containing phase 3 phonemes Read tricky words Read words with double letters: dd mm tt bb rr gg pp ff Read longer words	Segment cvc words containing phase 3 phonemes Read tricky words Read words with two or more digraphs Read longer words ending in -ing Read compound words Read longer words with s in the middle /z/ s words ending -s words with -es at end /z/	Learn root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	Read Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Learn root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Learn root word ending in: -er, -est Read longer words
WRITING	Have a dominant hand Develop pencil grip Experiment with mark making Give meaning to marks and labelling Write initial sounds Attempt to write simple words Write name Create own story map	Label using initial sounds Spell cvc words accurately Recognise and write all letters Write for a variety of purposes using phonetically plausible attempts at words	Write recognisable letters Write simple captions Write tricky words Write labels and simple sentences Write fact files Develop short sentences in a meaningful context	Write correctly formed letters Write compound words Describe using adjectives Independently write captions and labels Independently write simple sentences Begin to use finger spaces	Write CVCC, CCVC, CCVCC, CCCVC AND CCCVCC words Write longer words Describe events Write new versions of stories Use finger spaces Form lower-case and capital letters correctly Write polysyllabic words	Write a story Write sentences using a range of tricky words that are spelled correctly Begin to use full stops and capital letters Use familiar texts as a model for writing own stories

EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
MATHEMATICS	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to develop mathematical understanding. 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 ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mathematical understanding can be 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 measure. 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 feel confident to make mistakes and learn from them.					
	Join in with counting rhymes and songs Match and sort objects according to different criteria Compare quantities and amounts Compare size Compare mass Compare capacity Explore pattern – repeating, replicating, continuing	Represent 1, 2 & 3 Compare 1, 2, & 3 Investigate the composition of 1, 2 & 3 Circles and triangles – identify, describe, replicate Use and understand positional language Represent 1-5 Find one more and one less Recognise, name and sort shapes with 4 sides Use language related to time	Recognise zero Compare numbers to 5 Know the different compositions of 4 and 5 Compare mass Compare capacity Represent, compare and investigate the composition of 6, 7 & 8 Make pairs of numbers Combine two groups Use language related to length and height	Compare capacity Represent, compare and investigate the composition of 9 & 10 Compare numbers to 10 Begin to know bonds to 10 Recognise, name and sort 3d Shapes Explore patterns – spatial awareness	Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning – match, rotate and manipulate Add more to a given number Take away from a given number Spatial reasoning – compose and decompose	Begin to double numbers and amounts Share and group objects and numbers Begin to know and understand the concept of even and odd Spatial reasoning – visualise and build Have a deepening understanding of previous concepts Patterns and relationships Spatial reasoning - mapping

EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING....'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
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 environmentally 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 their communication, understanding and later reading comprehension.					
	Talk about families Name and describe people who are close to us Describe immediate environment Make observations about nature Talk about the jobs people do in the local area Discuss seasons and the changing of seasons – Autumn, Winter Make observations about the changes seen nature Understand that other people have different customs in their homes and families	Recognise a map and understand what it is used for Understand changing states of matter Observe changes in materials Understand how environmental damage affects the Earth Know some similarities and differences between the natural world around them and contrasting environments Discuss differences in religious beliefs and traditions Talk about other countries in the world	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Draw on knowledge from stories and non-fiction texts	Explore the natural world around them Describe what they see, hear and feel whilst outside Think about variables in an investigation Understand the effect of changing seasons on the natural world around them Understand the term pollution and talk about the effects Be able to talk about how to protect the planet Understand the role humans have in protecting the planet	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Explain some similarities and differences between life in this country and life in other countries	Understand how environmental damage affects the Earth Understand the term pollution and talk about the effects Understand the role humans have in damaging the environment Recognise some environments that are different from the one in which they live Make observations and draw pictures of animals and plants

		Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways				
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EARLY YEARS CURRICULUM MAP 26-27

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'MARVELOUS ME'	'IT'S FREEEEZING...'	'SPACE'	'SUPERHEROES'	'ONCE UPON A TIME'	'UNDER THE SEA'
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 and express themselves 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, as well as developing their own ideas and creative expression.					
	Join in with songs Begin to mix colours Join in with role play games and use resources available for props Build models using construction equipment. Sing call-and-response songs Make a self-portraits Investigate different media Explore sounds and how they can be changed	Use tools safely and appropriately to make models Listen to music and make up own dances in response Perform songs to an audience Participate in role play activities Experiment with colour mixing with a variety of media Sing in a group or on their own, increasingly matching the pitch and following the melody	Select tools and techniques needed to assemble materials Experiment with colour, design, texture, form and function Use props and puppets to retell, invent and adapt stories Experiment with sculpture – salt dough, clay, mod rock	Experiment with printing and collage techniques Attempt observational drawings – pencil, close up detail Share creations explaining the process	Create own music. Explore 3d relief art techniques Retell familiar stories Invent narratives with peers Evaluate own art work and that of classmates and famous artists Create collaboratively, sharing ideas, resources and skills Develop storylines in their pretend play	Movement and dance based on a given stimulus Perform a poem to an audience Evaluate and discuss classical music pieces Return to and build on their previous learning, refining ideas and developing their ability to represent them

EARLY YEARS CURRICULUM MAP 26-27

EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
ELG: 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 ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	ELG: 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	ELG: 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. ELG: 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, paint brushes and cutlery.	ELG: 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. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic	ELG: 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. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences	ELG: 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 ELG: 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.

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.	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. ELG: 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.	Begin to show accuracy and care when drawing.	knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing 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.	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.	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, non-fiction texts and – when appropriate – maps. ELG: 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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