

## Curriculum Map – Early Years (**Willow**, **Willow Cherry** & **Cherry**)

**Willow class** (F1, nursery) skills in Development Matters (4-5 year olds) cover skills in Development Matters (3-4 year olds).

**F1 Cherry** is a class (within Cherry class) for rising 5's who have developed secure skills covered in Willow and who are holistically ready for higher level maths, literacy and maths skills compared to Willow 1 children. Summer Term only and only if we are running it.

**Cherry class** is F2 (Reception) and goes deeper - extending skills in Development Matters (4-5 year olds) including ELGs

<b>CYCLE A 2025-26</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Religious Education</b>	<b>Grace - The Kings Kids.</b>  <b>Hinduism - Diwali</b>	<b>Grace - Christmas</b>	<b>Service</b>  <b>Buddhism - Chinese new Year</b>	<b>Worship - Easter</b>  <b>WOSE 1 week</b> - Grace God made my world Adam & Eve discovery	<b>Community</b>	<b>Grace</b>
<b>Literacy/C&amp;L</b> (English)  Stories linked to weekly topic	Fiction & Non-fiction books on Autumn/harvest	Fiction & Non-fiction books, rhyming, prepositions	Fiction and non-fiction stories on Winter.  Chinese New year stories and Chinese writing.	Fiction and non-fiction stories linked to Spring.  Book week.	Fiction and non-fiction stories linked to life cycles & People who help us.	Fiction and non-fiction stories inc. Fairy Tales
<b>Literacy/C&amp;L</b> (English)	Recognising name, writing Initial sound in name		Recognising name, writing letters from name.		Recognising name, Writing name Writing initial sounds in words	
<b>Literacy/C&amp;L</b> Writing for a purpose					Write own name. Use phonic knowledge to write words in ways that match their spoken language	

<b>Literacy</b>  <b>Writing for a purpose</b>	Decode simple familiar words. Use phonic knowledge to write words in ways that match their spoken language. Labels.	Describing a sequence of actions Writing descriptively. Write phrases, a simple message and captions..	Writing captions, simple instruction sentences, a list and simple recipe instructions.	Writing descriptive captions and a simple factual sentence.	Writing simple report sentences, a thank you card, a question and descriptive sentences.	Writing a short retelling fairy tales, simple instructions, sentences and a recount.
<b>Phonics</b>  2-3 coloured ability groups.  New starters start in red each term.	Phase 1 & Jolly Phonics songs. Singing Phonics  <b>Jolly Phonics</b> Group 1-3	Phase 1 & Jolly Phonics songs. Singing Phonics  <b>Jolly Phonics</b> Group 4-7 & Tricky words.	Phase 1, Singing Phonics & Jolly phonics: group 1  <b>Jolly Phonics</b> <i>Letter formation, recognition, Blending</i> <i>Identifying sounds in Words &amp; Tricky Words</i>	Phase 1, Singing Phonics & Jolly Phonics: 1-2  <b>Jolly Phonics</b> <i>Letter formation, recognition, Blending</i> <i>Identifying sounds in Words &amp; Tricky Words</i>	Phase 1, Singing Phonics & Jolly Phonics: group 1-3  Group 1-6 + blend sounds VC/CVC  <b>Jolly Phonics</b> <i>Letter formation, recognition, Blending</i> <i>Identifying sounds in Words &amp; Tricky Words</i>	Phase 1, Singing Phonics & Jolly Phonics: group 1-3  Group 1-6 + blend VC/CVC  <b>Jolly Phonics</b> <i>Letter formation, recognition, Blending</i> <i>Identifying sounds in Words &amp; Tricky Words</i>
<b>Maths</b> (F1 is CP & carpet times, and linked to interests)  Willow Cherries has maths lessons to focus on higher level skills - up to 5  Revisit previous learnt skills during CP.	Colours, match and sort, quantity, count, numerals, size, shape or colour.  Subitising, Counting Skills, Comparison - Measures.	Number, Compare quantities, Shapes  Pattern Recognition. Classification. Counting the Set.	Number, Patterns. Counting.  Using Counting to Compare. Spatial Thinking. Magnitude – Ordering and Estimating	Number, subitising, Link numerals and amounts.  Regrouping the Whole. & parts to find the total. Finding the whole and missing parts	Number problems. 2D shapes, position, comparisons (size, length, weight, capacity).  Ten and Some More. Doubling and Halving . Odd and Even. Counting beyond 10  Ten and Some More. Doubling and Halving . Odd and Even. Counting beyond 20	Positional Language, Sequencing. Routes and locations, ABAB patterns, Describe a sequence.  Counting beyond 10, recognising the pattern of the counting system, exploring the value of tens & ones in numbers  Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens & ones in numbers

<b>UTW (Science)</b>  Make play-dough & toast. Forest School - our natural world - seasonal activities	All about me/my family. Autumn changes; Features of a pumpkin. Making healthy choices: (including oral health)	Space investigation.	Snow/ice - melting, Materials with similar/different properties. Seasonal changes	Snow/ice, Materials with similar/different properties. Seasonal changes Signs of Spring - compare, explore & discover. Science week experiments.	Animal and minibeasts; Life-cycles and growth; Caring for our environment & seasonal changes/ climate changes.	Growth; Plants and flowers - growing and changing; Different habitats (links to geography climates);
<b>Understanding The World (Geography)</b>	Festivals/traditions related to countries Seasonal changes - Winter, cold climates. All about me & where we live.	Festivals/traditions related to countries (USA). Seasonal changes - Winter, cold climates. Hibernation.	Festivals/traditions related to countries (China). Cold climates - polar regions - compare to our habitat. Spring growth in UK.	Festivals/traditions related to countries Cold climates - polar regions - compare to our habitat. Spring growth in UK.	Festivals/traditions related to Ramadan. Seasonal changes.	Travel and transport. Hot climates - compare different countries and places in the UK.
<b>Understanding The World (History)</b> Historical stories related to religious festivals/ celebrations	Diwali. Begin to make sense of their own life-story and family's history.	Remembrance day, Thanksgiving, Christmas. Begin to make sense of their own life-story and family's history.	CNY - traditions, zodiac race.	Dinosaurs, Lent & Easter Story (Christians)	Ramadan. People who help us - Compare the past to present	Historical stories related to celebrations. Compare photos from the past.
<b>Expressive Arts and Design (Art &amp; DT) - linked to weekly topic &amp; themes</b> Woodwork & Toast Tuesday	All about me and my family - drawings. Leaf artwork. Pumpkin soup, & comparing different food & ingredients.	Decorate cupcakes. Autumn objects drawings. Use drawing to represent fireworks. Clay work:hedgehogs.	Making noodles Explore colour through melting ice, CNY art.	Making pancakes, & comparing different food & ingredients. Art with sticks	Making toast, cooking, woodwork.	Art related to plant drawings.
<b>PSHE</b> (runs throughout the EYFS curriculum in PSSED all year)	New beginnings (F1). Rules & routines. Respect x5. Sharing. Ourselves and families, interests and differences. Oral Health	Discuss feelings about the dark Respect x5 Anti-bullying and embracing being different.	<b>New beginnings (F1). Rules &amp; routines.</b> Respect x5 Oral Health. Keeping ourselves safe. Discuss negative feelings	Discuss emotions Discuss PSHE aspects related book week. Share feelings about Spring Respect x5	<b>New beginnings (F1). Rules &amp; routines.</b> Respect x5 Promises and empathy Oral Health. People who help us. How to be a superhero	Explore feelings about inclusion/exclusion Children safety Transitions Respect x5

<b>Computing</b> Use ICT to share info linked to interests/topics & play games on IWB	Match & develop skills to tasks safely.	Match & develop skills to tasks safely. Online e-safety.	Sensible screen-time awareness Video messages	Develop tablet skills to use tools confidently and safely.	Creating media - taking photos using a tablet camera.	Video messages Ways of recording information.
<b>Music</b>	<u>What is noise?</u> Body percussion, Dynamics, Understanding silence, Careful listening	<u>Gathered round the Christmas tree?</u> Introducing whole body movement, pitch, pulse & melody	<u>Dream On</u> Focused listening & structure. Duration, Timbre. Representing sounds CNY dance.	<u>YolanDa's Band Jam – Bass Face</u> Pitch - high, middle & low.  Mother's Day songs	<u>Music time</u> Careful listening, Body Percussion, follow the beat.	<u>Summertime</u> Playing as an Ensemble. Follow pulse, pitch and rhythm.  Father's Day songs.
<b>PE</b>	Listening to instructions in a safe space & following actions	Moving in different ways. Seasonal dances, basic balances.	Introducing & learning basic ball skills and ring games. <b>1. Willow class.</b> <b>2. Cherry class (inc batting and aiming)</b>	Moving in different ways (ext) - Balances & climbing apparatus. Seasonal dances. <b>1. Willow class.</b> <b>2. Cherry class (extend)</b>	Gymnastics & team games. <b>1. Willow class.</b> <b>2. Willow Cherry with Cherry class.</b> Extend/combine skills-moving with grace, control & fluency	Sports day activities and athletics. <b>1. Willow class.</b> <b>2. Willow Cherry with Cherry class.</b> Extend skills in athletics inc using a bat.
<b>Forest School</b> linked to stories and themes of the week (also seasonal activities)	Autumn themed activities. Safety Rules.  <b>Whole School Forest Session.</b>	Winter themed activities.	Winter themed activities Move around fire-pit safely.  <b>Whole School Forest Session.</b>	Spring themed activities.Helping our environment - litter picking.  <b>Parent Forest Session.</b>	Identification of mini beasts. Observational drawing.  <b>Whole School Forest Session.</b>	Summer themed activities. Introduce tools identification and observational drawing.  <b>Parent Forest Session.</b>

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Early Years consist of our Pre-School/Nursery (F1 - Willow) class and Reception (F2 - Cherry) class. Many children do not stay at Newbold after F1. In order to cover all annual festivals, topics and themes, and the fact that we share many lessons (PE, Worship, Music, Forest School) and have continued provision in F1 for F2 to access throughout the day, we have a 1 year rolling program for everything except RE. F2 cover the curriculum in greater depth; exposing children to skills that are needed to be learnt by the end of the EYFS. The Development Matters contains statements on what 3-4 years olds will be learning to do (along with the observation check points) and statements on what 4-5 year old children in reception will be learning to do. These guide the curriculum in each class. Many skills are continually revisited in both provisions and our communication-rich environment, interventions, free-play and teaching moments help promote characteristics of effective learning and the holistic development for all children.