

Curriculum Map – Early Years (F1 & F2)

F2 goes deeper - extending skills (inc. literacy: handwriting, reading, phonics and maths lessons) - 2022-2023

| CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|--|--|--|--|--|
| THEMES | All about me and harvest | Traditional Tales and Space | Cultures & food | Outside | Changes and Heroes | Fairy Tales, growing and travel |
| Religious Education | <p>Hinduism - Diwali</p> <p>The Kings Kids. We are loved King Jesus made me special. I have special gifts and I can be my King's special friend Celebrate with my Family!</p> | <p>Christmas. (The Gift Arrives) Jesus is here! The star pointed to the place of Jesus' birth. The promised gift to save the world had arrived!</p> | <p>Buddhism - Chinese New Year</p> <p>Helpfulness. Gift wrapped friends are helpful and kind. Jesus' friends are gift-wrapped people who give themselves as a gift to others in the things they do and the things they say</p> | <p>Easter- God's Saving Gift God is love. One of the things God loves to do is save</p> | <p>Islam - Ramadan</p> <p>Creation - God gives me my world How God created the world in 7 days as a gift to me</p> | <p>Creation - God gives me my world How God created the world in 7 days as a gift to me</p> |

| | | | | | | |
|---|--|---|--|---|---|---|
| <p>Ideas and mini themes (These may be changed or adapted depending on cohort and children's interests.)</p> | <p>Starting school/new beginnings (F1). Rules and routines</p> <p>Ourselves and families, interests and differences..</p> <p>Stories with repeated refrains and patterns.</p> <p>Autumn : changes, nature walks, collage, hibernation</p> <p>Sharing the harvest: being thankful and recalling aspects of related stories.</p> <p>Oral Health - how to look after our teeth.</p> | <p>Light and dark - celebrations of light at the start of winter, prepositions.</p> <p>Traditional Tales - homes, repeated refrains and sequencing events.</p> <p>Space - non-fiction books, rhyming and prepositions.</p> <p>Christmas and traditions.</p> | <p>Starting school/new beginnings (F1). Rules and routines - new starters</p> <p>Winter: snow, ice, dark nights. Non-fiction winter stories.</p> <p>Dragons and Chinese New Year: culture, celebration and dragons.</p> <p>Food and cooking. Oral Health - how to look after our teeth</p> | <p>Pick up a stick - explore, describe and story links.</p> <p>Book week and science week.</p> <p>Dinosaurs - inc fiction and non-fiction books</p> <p>Spring into Spring - explore, discover, discuss signs of Spring.</p> | <p>Starting school/new beginnings (F1). Rules and routines - new starters</p> <p>Animal/minibeasts life-cycles - changes through growth. Caterpillars arrive. Non-fiction & fiction</p> <p>People who help us - inc dentists: oral health - how to look after our teeth. Saying 'thank you'.</p> <p>Superheroes - everyday superpowers and superheroes.</p> <p>Ramadan (month).</p> | <p>Fairy Tales inc 'what if?' (twists and endings)</p> <p>Plants and flowers - growing and changing.</p> <p>Travel and transport - summer holidays.</p> <p>Transition</p> |
| <p>Celebrations / Festivals (inc SDA)</p> | <p>Sukkot, Diwali, Harvest festival, thanksgiving, bonfire night, fireworks, Christmas and Nativity</p> | <p>Thanksgiving, Bonfire night, fireworks, Children-in-need, Remembrance Day, Christmas and Nativity</p> | <p>New Year, Chinese new year, Shrove Tuesday, Ash Wednesday, Valentines Day, St Patrick's Day, Mother's day, comic relief/sport relief. Easter.NSPCC. D Safer internet day.</p> | <p>St. David's Day, St Patrick's Day, Mother's day, comic relief/sport relief. Easter. Book week and science week</p> | <p>Ramadan (month).</p> | <p>St George's Day (23/4), Father's Day, Ramadan (month).</p> <p>Celebrations: Sports Day</p> <p>Transition</p> |

| | | | | | | |
|--|--|--|---|---|---|--|
| <p>Literacy Writing for a purpose (English - writing)</p> | <p>Use phonic knowledge to decode simple familiar words (e.g. mummy, daddy).</p> <p>Use phonic knowledge to write words in ways that match their spoken language.</p> <p>Write own name and other labels</p> <p>Writing their own ending to the familiar story using a template where parts are already there.</p> <p>Writing labels</p> <p>Writing a list</p> | <p>Describing a sequence of actions using prepositions</p> <p>Writing descriptive words and phrases</p> <p>Listing new homes where a character could live</p> <p>Writing a caption about a home, inspired by a traditional tale</p> <p>Writing extended captions</p> <p>Writing a letter</p> | <p>Writing captions for photographs based on the sentence structure from the shared reading book</p> <p>Writing simple instruction sentences</p> <p>Writing a list of ingredients</p> <p>Writing simple recipe instructions</p> | <p>Writing descriptive captions about dragons</p> <p>Writing a caption</p> <p>Writing a fact page about a dinosaur</p> <p>Writing a 3 part story</p> <p>Writing a simple factual sentence</p> | <p>Writing simple report sentences</p> <p>Writing a thankyou card</p> <p>Writing a question</p> <p>Writing a description of their own superpower</p> <p>Writing descriptive sentences</p> | <p>Writing a short retelling of a fairy tale</p> <p>Writing a new fairytale</p> <p>Writing simple instructions – growing a bean plant</p> <p>Writing simple instructions –making a cress sandwich</p> <p>Writing simple sentences</p> <p>Writing a recount</p> |
| <p>Literacy (English)</p> | <p>Stories linked to weekly topic.</p> <p>Stories with repeated refrains and patterns.</p> <p>Stories about different families.</p> <p>Non-fiction books on Autumn/harvest</p> <p>Recognising name</p> | <p>Stories linked to weekly topic.</p> <p>Traditional Tales - homes, sequencing events</p> <p>Non-fiction books, rhyming, prepositions</p> <p>Recognising name</p> | <p>Stories linked to weekly topic.</p> <p>Fiction and non-fiction stories on Winter.</p> <p>Chinese New year stories and Chinese writing.</p> <p>Writing letters from name</p> | <p>Stories linked to weekly topic.</p> <p>Fiction and non-fiction stories linked to Spring.</p> <p>Story links</p> <p>Book week.</p> <p>Writing letters from name</p> | <p>Stories linked to weekly topic</p> <p>Fiction and non-fiction stories linked to life cycles</p> <p>Stories linked to People who help us.</p> <p>Writing name</p> | <p>Stories linked to weekly topic</p> <p>Fairy Tales inc 'what if?'</p> <p>Twists and endings</p> <p>Fiction and non-fiction stories.</p> <p>Writing name</p> |

| | | | | | | |
|-----------------------|---|---|--|--|---|---|
| <p>Phonics</p> | <p>Phase 1 Jolly phonics songs only: group 1-2</p> <p>Jolly Phonics</p> <p>s/a/t/p/i/n/c/k/e/h/r/m/d/ g/o/l/u/l/f/b</p> <p>Homework: Soundbooks and self-chosen non-fiction and fiction Library Books</p> | <p>Phase 1 Jolly Phonics songs only: group 1-3</p> <p>Jolly Phonics</p> <p>ai/j/oa/or/ee/ie/z/w/ng/ v/y/x/oo/oo/ch/sh/th/qu /ou/oi/ue/er/ar</p> <p>Tricky words: I, the, he, she, we, me be/was/to/do/are/all</p> <p><i>Introducing consonant blends and sentence level writing using tricky words taught .</i></p> <p>Homework: Wordbags Soundbooks Library Books</p> | <p>Phase 1 Jolly phonics 2 sets: 1: group 1 2: group 1-2</p> <p>Jolly Phonics</p> <p>Daily practice: Letter formation Letter recognition Blending Identifying sounds in Words Tricky Words</p> <p><i>Introducing consonant blends and sentence level writing using tricky words taught</i> Introduce Decodable Reader Books.</p> <p>Homework: Wordbags Soundbooks Decodable Readers</p> | <p>Phase 1 Jolly phonics 2 sets: 1: group 1-2 2: group 1-3</p> <p>Jolly Phonics</p> <p>Daily practice: Letter formation Letter recognition Blending Identifying sounds in Words Tricky Words</p> <p><i>Introducing consonant blends and sentence level writing using tricky words taught</i> Introduce Decodable Reader Books.</p> <p>Homework: Wordbags Soundbooks Decodable Readers</p> | <p>Phase 1 Jolly phonics 3 sets: 1: group 1 2. group 1-2 3. group 1-3</p> <p>Jolly Phonics</p> <p>Daily practice: Letter formation Letter recognition Blending Identifying sounds in Words Tricky words</p> <p>Yellow Tricky Words: you, your, come, said, here, there, they, go, no, so, my, one, by</p> <p><i>Introducing consonant blends and sentence level writing using tricky words taught</i> Introduce Jolly Readers Red Level.. Dictation of Word Lists.</p> <p>Homework: Wordbags Soundbooks Jolly Readers Red level</p> | <p>Phase 1 Jolly phonics 3 sets: 1: group 1-2 2. group 1-3 3: group 1-4 & blend</p> <p>Jolly Phonics</p> <p>Daily practice: Letter formation Letter recognition Blending Identifying sounds in Words Tricky words</p> <p>Yellow Tricky Words: by, like, have, live, give, only, old, little, down, what, when, why</p> <p><i>Introducing consonant blends and sentence level writing using tricky words taught</i> Introduce Jolly Readers Red Level. Dictation of Word Lists.</p> <p>Homework: Wordbags Soundbooks Jolly Readers Red Level</p> |
|-----------------------|---|---|--|--|---|---|

| | | | | | | |
|--|---|--|--|---|--|---|
| <p>Maths (F1 is CP & carpet times, and linked to interests)</p> | <p>Colours, match and sort</p> <p>RLS1 Subitising (inc equivalence, more & less). LS2 Counting Skills (stable order & one to one correspondence). RLS3 Comparison-Measures.</p> | <p>Compare amounts, size, mass, capacity. Simple patterns</p> <p>RLS4 Pattern Recognition. RLS5 Classification. RLS6 Counting the Set (including cardinality).</p> | <p>Explore Number 1, 2 (extend more able to 5). Weight.</p> <p>RLS7 Using Counting to Compare. RLS8 Spatial Thinking. RLS9 Magnitude – Ordering and Estimating</p> | <p>Explore Number 3, 4 (xtend more able to 10). Length and Height.</p> <p>RLS10 Regrouping the Whole. RLS11 Regrouping parts to find the total (the whole). RLS12 Finding the whole and missing parts</p> | <p>Explore Number 5 (extend more able to teens). 1 more, 1 less. Shapes. RLS13 Ten and Some More. RLS14 Doubling and Halving . RLS15 Odd and Even. RLS16 Counting beyond 20</p> | <p>My Day, Capacity, Positional Language.</p> <p>Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p> <p>Revisit topics that need securing.</p> |
| <p>UTW (Science)</p> | <p>Changes : All about me. Autumn changes; Features of a pumpkin,</p> <p>Make Playdoh, Making toast</p> <p>Making healthy choices: (including oral health)</p> <p>Forest School - our natural world - seasonal activities</p> <p><i>Working scientifically: Understanding and exploring 'why' based questions, observing, discussing, sorting</i></p> | <p>Changes : Space investigation.</p> <p>Festivals.</p> <p>Make Playdoh, Making toast</p> <p>Forest School - our natural world - seasonal activities.</p> <p><i>Working scientifically: Understanding and exploring 'why' based questions, observing, discussing, sorting</i></p> | <p>Materials: Snow/ice - melting, Materials with similar/different properties.</p> <p>Seasonal changes</p> <p>Make Playdoh, Making toast</p> <p>Forest School - our natural world - seasonal activities.</p> <p><i>Working Scientifically: Curiosity, performing simple tests, sorting and matching</i></p> | <p>Materials: Snow/ice, Materials with similar/different properties.</p> <p>Seasonal changes</p> <p>Make Playdoh, Making toast</p> <p>Forest School - our natural world - seasonal activities.</p> <p>Signs of Spring - explore & discover</p> <p>Science week experiments.</p> <p><i>Working Scientifically: Curiosity, performing simple tests, sorting and matching</i></p> | <p>Nature Animal and minibeasts; Life-cycles and growth;</p> <p>Caring for our environment & seasonal changes/climate changes.</p> <p>Make Playdoh, Making toast</p> <p>Forest School - our natural world - seasonal activities.</p> <p><i>Working Scientifically Observing, exploring, describing, discussing, noticing differences, asking questions.</i></p> | <p>Nature Growth; Plants and flowers - growing and changing;</p> <p>Different habitats (links to geography climates);</p> <p>Make Playdoh, Making toast</p> <p>Forest School - our natural world - seasonal activities.</p> <p><i>Working Scientifically Observing, exploring, describing, discussing, noticing differences, asking questions.</i></p> |

| | | | | | | |
|--|---|---|--|---|--|--|
| Understanding The World (Geography) | Festivals/traditions related to countries (UK harvest & India). 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 countries and places in the UK. |
| Understanding The World (History) | Historical stories related to religious festivals/celebrations (Diwali: Rama-Sita) | Historical stories related to religious festivals/celebrations (Remembrance day, Thanksgiving, Christmas) | Historical stories related to religious festivals/celebrations (CNY - traditions, zodiac race) | Historical stories related to religious festivals/celebrations (Dinosaurs, Lent & Easter Story (Christians)) | Historical stories related to religious festivals & celebrations (Ramadan). People who help us - Compare the past to present | Historical stories related to celebrations. |
| Expressive Arts and Design (Art & DT) | <p>linked to weekly topic & themes</p> <p>All about me and my family - drawings.</p> <p>Leaf artwork.</p> <p>Food - Making toast and pumpkin soup, & comparing different food & ingredients.</p> <p>Woodwork</p> <p>Make a scarecrow (community project)</p> | <p>linked to weekly topic & themes</p> <p>Food - Making toast. Decorate cupcakes.</p> <p>Woodwork,</p> <p>Autumn objects drawings.</p> <p>Clay work - hedgehogs.</p> | <p>linked to weekly topic & themes</p> <p>Food - making noodles and making toast,</p> <p>Woodwork.</p> <p>Explore colour through melting ice.</p> | <p>linked to weekly topic & themes</p> <p>Food - Making pancakes, & comparing different food & ingredients. Making toast,</p> <p>Woodwork</p> <p>Art with sticks</p> | <p>linked to weekly topic & themes</p> <p>Making toast, cooking, woodwork.</p> | <p>linked to weekly topic & themes</p> <p>Making toast, cooking, woodwork</p> <p>Art related to plant drawings.</p> |

| | | | | | | |
|---|--|--|---|---|---|---|
| <p>PSHE (runs throughout the EYFS curriculum in PSED all year)</p> | <p>Starting school/new beginnings (F1). Rules and routines.</p> <p>Respect x5</p> <p>Ourselves and families, interests and differences.</p> <p>Oral Health - how to look after our teeth.</p> <p>Importance of sharing</p> | <p>Discuss feelings about the dark</p> <p>Respect x5</p> <p>Anti-bullying and embracing being different.</p> | <p>Starting school/new beginnings (F1). Rules and routines.</p> <p>Respect x5</p> <p>Oral Health - how to look after our teeth</p> <p>Keeping ourselves safe.</p> <p>Discussing negative feelings</p> | <p>Discuss emotions</p> <p>Discuss PSHE aspects related to the chosen book in book week.</p> <p>Share feelings about Spring</p> <p>Respect x5</p> | <p>Starting school/new beginnings (F1). Rules and routines.</p> <p>Respect x5</p> <p>Promises and empathy</p> <p>Oral Health - how to look after our teeth</p> <p>People who help us</p> <p>How to be a superhero (kind, caring, helpful)</p> | <p>Explore feelings about inclusion/exclusion</p> <p>Children safety</p> <p>Transitions</p> <p>Respect x5</p> |
|---|--|--|---|---|---|---|

| | | | | | | |
|-------------------------|---|--|--|--|---|---|
| <p>Computing</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Match skills to tasks (Programming - If...sentences). Develop skills to use tools confidently and safely.</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Match skills to tasks (Programming - If...sentences). Develop skills to use tools confidently and safely.</p> <p>Anti-bullying week (inc online safety)</p> <p>Learn e-safety rules.</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Computing systems & networks - NSPCC - staying safe (inc online). Safer internet day.</p> <p>Learn e-safety rules.</p> <p>Sensible screen-time awareness</p> <p>Video messages to Mum's for Mother's Day</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Learn e-safety rules.</p> <p>Creating media - using a tablet - Express ideas & feelings using artistic effects in a computer painting program.</p> <p>Develop tablet skills to use tools confidently and safely.</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Creating media - taking photos using a tablet camera.</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> | <p>Use programs and websites to share information linked to interests and topics, and play interactive games on the IWB.</p> <p>Video message to Dad's for Father's Day.</p> <p>Learn e-safety rules</p> <p>Computational Thinking Concepts & Approaches. Explore how things work - 'Busy Bodies' simple algorithms. www.barefootcomputing.org</p> <p>Data & information - ways of recording information (routine, maths, forest school scavenger hunts, ordering & sorting)</p> |
|-------------------------|---|--|--|--|---|---|

| | | | | | | |
|---------------------|---|---|---|--|--|--|
| <p>Music</p> | <p><u>Jolly Music: Beginners</u> Pitch: distinguishing between high/low Listening: responding to sung instructions and signals Pulse and Rhythm: perform actions in time, learning pulse, tapping and counting beats, learning rhythm Rests: learn songs with rests learn , identify and use rests Repertoire: learn and perform songs with 2 or more pitches Improvisation and learning vocabulary - <i>pulse, song, rhyme, thinking voice, quartet, rhythm, duet, rest</i></p> | <p><u>Jolly Music: Beginners</u> Pitch: distinguishing between high/low Listening: responding to sung instructions and signals Pulse and Rhythm: perform actions in time, learning pulse, tapping and counting beats, learning rhythm Rests: learn songs with rests learn , identify and use rests Repertoire: learn and perform songs with 2 or more pitches Improvisation and learning vocabulary - <i>pulse, song, rhyme, thinking voice, quartet, rhythm, duet, rest</i></p> | <p><u>Jolly Music: Beginners</u> Pitch: distinguishing between high/low Listening: responding to sung instructions and signals Pulse and Rhythm: perform actions in time, learning pulse, tapping and counting beats, learning rhythm Rests: learn songs with rests learn , identify and use rests Repertoire: learn and perform songs with 2 or more pitches Improvisation and learning vocabulary - <i>pulse, song, rhyme, thinking voice, quartet, rhythm, duet, rest</i></p> | <p><u>Jolly Music : Level 1</u> Pitch - applying knowledge of pitch to own singing, shape of a melody, pitch matching, handsigns and solfa names Listening: Learn new signals, signal games, altering known melodies, rhythm recognition of familiar songs Pulse and Rhythm: Walk a pulse, more complex pulse games, distinguish between rhythm and pulse, rhythm in thinking voice and singing, accents in a song, perform pulse and rhythm Rests: as Level Beginner Performance: getting louder, getting softer Improvisation and vocabulary: sung questions and sung answers improvising words in a rhyme Vocabulary: singing names <i>solfa so, mi</i> rhythm names <i>ta, ti-ti</i></p> | <p><u>Jolly Music : Level 1</u> Pitch - applying knowledge of pitch to own singing, shape of a melody, pitch matching, handsigns and solfa names Listening: Learn new signals, signal games, altering known melodies, rhythm recognition of familiar songs Pulse and Rhythm: Walk a pulse, more complex pulse games, distinguish between rhythm and pulse, rhythm in thinking voice and singing, accents in a song, perform pulse and rhythm Rests: as Level Beginner Performance: getting louder, getting softer Improvisation and vocabulary: sung questions and sung answers improvising words in a rhyme Vocabulary: singing names <i>solfa so, mi</i> rhythm names <i>ta, ti-ti</i></p> | <p><u>Jolly Music : Level 1</u> Pitch - applying knowledge of pitch to own singing, shape of a melody, pitch matching, handsigns and solfa names Listening: Learn new signals, signal games, altering known melodies, rhythm recognition of familiar songs Pulse and Rhythm: Walk a pulse, more complex pulse games, distinguish between rhythm and pulse, rhythm in thinking voice and singing, accents in a song, perform pulse and rhythm Rests: as Level Beginner Performance: getting louder, getting softer Improvisation and vocabulary: sung questions and sung answers improvising words in a rhyme Vocabulary: singing names <i>solfa so, mi</i> rhythm names <i>ta, ti-ti</i></p> |
|---------------------|---|---|---|--|--|--|

| | | | | | | |
|----------------------|--|--|---|--|---|--|
| PE | Bubble space, stretches, action songs. Listening to instructions in a safe space & following instructions. | Moving in different ways: moving in, on, under, through - obstacle courses - moving like animals. Simple movements incorporated in seasonal dances (fireworks), gymnastics and balances- led by adult. | Introducing and learning basic ball skills - learning aim and accuracy skills (roll, throw, catch, kick, aim, targets, bats/sticks) and ring games. | Moving in different ways (extended) - includes balances, gymnastics & climbing apparatus. Simple movements incorporated in seasonal dances - led by adult. | Different skills - individual and teamwork, includes circuits, team games. Introducing team games and competitive individual games. | Introducing physical activities related to sports day and athletics. Outside PE and games. |
| Forest School | linked to stories and themes of the week. Autumn themed activity. Safety Rules of Forest School. Explore the different areas. Find hidden and natural resources and engage in all activities. Quiet and Listen to Forest sounds. Move around fire-pit safely. Create collages (leaves and sticks) Whole School Forest Session. | linked to stories and themes of the week. Clay animals and natural resources. Winter themed activities. Quiet and Listen to Forest/ environmental sounds for 30 seconds. Parent Forest Session. | linked to stories and themes of the week. Winter themed activities and feeding birds. Tying knots. Clay zodiac animals and natural resources. Move around fire-pit safely. Whole School Forest Session. | linked to stories and themes of the week. Spring themed activities. Senses and nature changes. Pond dipping (identification) & helping our environment - litter picking. Parent Forest Session. | linked to stories and themes of the week. Identification of mini beasts. Tie Knots. Clay monsters using natural resources, Whole School Forest Session. | linked to stories and themes of the week. Summer themed activities. Introduce tools - peeler. peeling sticks. Create a journey necklace. Pond dipping identification and . Parent Forest Session. |

Early Years consist of our Pre-School/Nursery (F1) class and Reception (F2) 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.