









# Curriculum Map: EYFS - Dolphins

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	<p><b>All About Me</b></p> 	<p><b>Walking Through the Jungle</b></p> 	<p><b>Once Upon a Time</b></p> 	<p><b>Dino Discovery and Blast Off!</b></p> 	<p><b>Minibeast Madness</b></p> 	<p><b>Commotion in the Ocean</b></p> 
<b>Memorable Moments</b>	<p>Home Visits Harvest Festival Beginning of Term Service</p>	<p>Christmas Nativity Food Tasting Exploring With Tents and Backpacks Christmas Party Visit to Druitt Gardens Watching a Pantomime</p>	<p>Spring Walk – Signs of Spring Performing a Traditional Tale Visit to Christchurch Library</p>	<p>Dinosaur Egg! Space Experience Easter Service Visit Druitt Gardens</p>	<p>Growing Plants Butterfly Life Cycle Minibeast Hunt Visit Sensory Garden</p>	<p>Aquarium Experience Local Litter Walk Water Fun Day End of Term Service</p>
<b>Communication and Language</b>	<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>					
	<ul style="list-style-type: none"> <li>- Listen to stories and join in with repeated refrains</li> <li>- Ask 'what' questions.</li> <li>- Learn to, hear and say initial sounds.</li> <li>- Follow simple, routine instructions, e.g. 'come to the carpet'.</li> <li>- Sit quietly during appropriate activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Join in with repeated refrains in a story.</li> <li>- Ask 'who' questions.</li> <li>- Maintaining attention, listening and contributing during group and whole class activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about key events in a story.</li> <li>- Ask 'when' questions.</li> <li>- Begin to use some active listening skills; face the speaker, body still, paying attention.</li> <li>- Respond to a peer's request (e.g. 'Can I have the ball?') and reply.</li> <li>- Learn (and use) new words from familiar texts.</li> <li>- Begin to answer "How" questions, e.g. 'How did this get broken?'</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the main characters in the story and talk about their feelings.</li> <li>- Ask 'where' questions.</li> <li>- Begin to respond to instructions involving a two-part sequence.</li> <li>- During play, give attention to what others say and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Link events in a story to their own experiences.</li> <li>- Ask 'why' questions.</li> <li>- Conduct simple back and forth conversations, paying attention to peer / adult and respond appropriately.</li> <li>- Show attentive listening skills at input times, e.g. during phonics, and be quick to act on instructions.</li> <li>- Begin to link listening to learning / understanding, e.g. Can discuss why it is important to listen to instructions.</li> <li>- Ask questions when lacking understanding.</li> <li>- Offer simple explanations that demonstrate understanding of a topic/story, e.g. 'He couldn't carry it because it was too heavy'.</li> </ul>	<ul style="list-style-type: none"> <li>- Hot seat' characters from a story.</li> <li>- Begin to answer 'why' questions, perhaps with adult support.</li> </ul>

**ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- 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

- Know and retell 'The Little Red Hen'.
- Know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.
- Speak in simple sentences, which communicate needs (e.g. I need a drink) and interests (I like cars, I want the red one).
- Use vocabulary focusing on interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).
- Ask simple questions (e.g. Where is Mummy?)
- Make comments about what they have heard.
- Developing confidence in talking to other children through play and adults in the classroom.

- Know and retell 'Walking through the Jungle'.
- Using language to imagine and recreate in play situations.
- Use talk to organise, clarify ideas, feelings and events.
- Answer how and why questions.
- Use full sentences and begin to use correct tense when speaking.
- Ask questions to clarify understanding.

- Know and retell 'Jack and the Beanstalk' and 'The Three Little Pigs' .
- Express ideas using past and present tense.
- Offer ideas in small group contexts, e.g. retelling a simple event in sequence..
- Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather than "chocolate better").
- Ask questions when not understanding instructions.
- Use new vocabulary from books and stories as they discuss/retell the story e.g. using the words enormous to describe their tower having read the Enormous Turnip.
- Use language to imagine and recreate roles and experiences in play situations.

- Use talk to organise, sequence and clarify thinking.
- Listen and respond to ideas expressed by others in conversation or discussion.
- Extend vocabulary, exploring the meaning and sounds of new words.
- Asking and answering questions.
- Use recently introduced vocabulary.
- Explain why things might happen.
- Use full sentences and correct tense when speaking.
- Use conjunctions.

- Speak in whole class situations, e.g. answering questions at Story Time.
- Use recently modelled language independently across everyday contexts and areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".
- Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).
- Use a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.
- Use more detail in conversation.
- Extend vocabulary, exploring the meaning and sounds of new words.
- Explain why things might happen.
- Use full sentences and correct tense when speaking.

- Express ideas using past and present tense.
- Use speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide explanations (e.g. It sank because it was too heavy).
- Describe the main events in stories they have read. Express views about characters and why things happened.
- Listen with sustained concentration to follow stories.
- Use recently introduced vocabulary.
- Ask and answer questions.
- Explain why things might happen.
- Use full sentences and correct tense when speaking. Use conjunctions.

<b>Personal, Social and Emotional Development</b>	<b>ELG: Self-Regulation</b> Children at the expected level of development will: - 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.					
	<ul style="list-style-type: none"> <li>- Express feelings and give simple reasons, e.g. 'I want Mummy.'</li> <li>- Seek help through finding an adult.</li> <li>- Recognise when a peer is upset.</li> <li>- Join in an activity when invited by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Allow an adult to comfort them.</li> <li>- Follow a simple instruction as part of a group, e.g. sit down, let's go outside.</li> <li>- Know how to be helpful by taking on jobs such as serving snacks.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name some common feelings in themselves or others, e.g., happy, upset, cross, worried.</li> <li>- Explain to an adult what has happened when they are upset.</li> <li>- Follow familiar, routine instructions independently.</li> <li>- Know how to make the right choice and the consequences of not doing so.</li> <li>- Know how to overcome challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- "Bounce back" quicker after upsets and with more independence.</li> <li>- Follow familiar, routine instructions independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry he snatched the toy.</li> <li>- Begin to follow two-step instructions.</li> <li>- Wait with increased patience, when necessary, e.g. when waiting for a turn on the bikes.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</li> <li>- Follow two-step instructions.</li> </ul>
	<b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - 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.					
	<ul style="list-style-type: none"> <li>- Learn class routines and school rules to establish a safe and happy classroom</li> <li>- Begin to recognise emotions and how to deal with them appropriately</li> <li>- Demonstrate friendly behaviour.</li> <li>- Understand the importance of warming up and cooling down when doing exercise.</li> <li>- Use the toilet independently and remember to wash hands without being reminded.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand safety when transporting equipment.</li> <li>- Take off coats and put them on independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Try new activities independently or with peers.</li> <li>- Begin to persevere when something is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that regular exercise, eating healthily, getting enough sleep and hygiene can contribute to good health.</li> <li>- Sort healthy and unhealthy foods (understanding need for variety in foods).</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand the consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</li> <li>- Work on short activities independently.</li> <li>- Know to use the calm corner when they are feeling upset/angry.</li> </ul>	<ul style="list-style-type: none"> <li>- Persevere when something is challenging.</li> <li>- Work on short activities independently.</li> </ul>
	<b>ELG: Building Relationships</b> Children at the expected level of development will: - 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.					
	<ul style="list-style-type: none"> <li>- Show interest in new peers.</li> <li>- Know how to treat others in the class using the statement 'kind hands and kind words'.</li> </ul>	<ul style="list-style-type: none"> <li>- Play alongside new peers and 'with' familiar peers.</li> <li>- Know how to listen to others with respect.</li> <li>- Know how to express their opinion and understand it is okay to have a different opinion to their friends.</li> </ul>	<ul style="list-style-type: none"> <li>- Join in with a group of children who are playing.</li> <li>- Speak to peers within a game or activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Form some closer friendships and seek them out to initiate play.</li> <li>- Speak to peers within a game or activity.</li> <li>- Take turns, with adult support, e.g. when playing a board game.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold back &amp; forth conversations, listening to their peers' ideas and responding appropriately.</li> <li>- Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> <li>- Describe what makes a good friend including attributes such as listening and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>- Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</li> <li>- Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li> </ul>
<b>Jigsaw: Being Me in My World</b> <ul style="list-style-type: none"> <li>● Self-Identity</li> <li>● Understanding Feelings</li> <li>● Being in a Classroom</li> <li>● Being Gentle</li> <li>● Rights and Responsibilities</li> </ul>	<b>Jigsaw: Celebrating Difference</b> <ul style="list-style-type: none"> <li>● Identifying Talents</li> <li>● Being Special</li> <li>● Families</li> <li>● Where We Live</li> <li>● Making Friends</li> <li>● Standing Up for Yourself</li> </ul>	<b>Jigsaw: Dreams and Goals</b> <ul style="list-style-type: none"> <li>● Challenges / Perseverance</li> <li>● Goal-Setting</li> <li>● Overcoming Obstacles</li> <li>● Seeking Help</li> <li>● Jobs</li> <li>● Achieving Goals</li> </ul>	<b>Jigsaw: Healthy Me</b> <ul style="list-style-type: none"> <li>● Exercising Bodies</li> <li>● Physical Activity</li> <li>● Healthy Food</li> <li>● Sleep</li> <li>● Keeping Clean</li> <li>● Safety</li> </ul>	<b>Jigsaw: Relationships</b> <ul style="list-style-type: none"> <li>● Family Life</li> <li>● Friendships</li> <li>● Breaking Friendships</li> <li>● Falling Out</li> <li>● Dealing With Bullying</li> <li>● Being a Good Friend</li> </ul>	<b>Jigsaw: Changing Me</b> <ul style="list-style-type: none"> <li>● Bodies</li> <li>● Respecting My Body</li> <li>● Growing Up</li> <li>● Growth and Change</li> <li>● Fun and Fears</li> <li>● Celebrations</li> </ul>	

<b>Physical Development</b>	<p><b>ELG: Gross Motor Skills</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
	<p><b>Jumping 1</b>  The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances.</p> <p>Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p>	<p><b>High, Low, Over, Under</b>  The unit of work will explore 'champion gymnastics'.</p> <p>Pupils will create movements and balances in high and low ways on the floor and on the apparatus. Pupils will self-select where to work, explore movements and balances and start to identify features of other pupils' work.</p>	<p><b>Ball Skills: Hands 1</b>  The unit of work will explore different ways of using our hands to move with a ball, keeping control.</p> <p>Pupils will explore rolling, pushing and bouncing a ball with a partner.</p>	<p><b>Dance: Nursery Rhymes</b>  The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes.</p> <p>Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p>	<p><b>Ball Skills: Feet 1</b>  The unit of work will enable pupils to explore moving with a ball using their feet.</p> <p>Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p>	<p><b>Games for Understanding</b>  The unit of work will explore why we need to follow the rules and keep the score during a game.</p> <p>Pupils will learn how to apply very simple tactics for attacking and defending in games.</p>
	<p><b>Walking 1</b>  The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>Pupils will learn how to apply their walking skills into games.</p>	<p><b>Gymnastics: Moving</b>  The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus.</p> <p>Pupils will work in pairs to explore creating movements and balances with a partner.</p>	<p><b>Ball Skills: Hands 2</b>  The unit of work will explore the different ways of throwing, rolling and stopping a ball.</p> <p>Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p>	<p><b>Dance: Ourselves</b>  The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props.</p> <p>Pupils will explore movements such as creeping, tiptoeing and hiding as they try to become different characters.</p>	<p><b>Dance</b>  Children will be learning a dance for their summer fayre. They will develop on performing sequences as a whole class and individual sequences. They will also be performing this in front of an audience.</p>	
<p><b>ELG: Fine Motor Skills</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>						
<ul style="list-style-type: none"> <li>- Manipulate objects to develop fine motor skills.</li> <li>- Hold pencils/paint brushes beyond a whole hand grasp.</li> <li>- Show preference for a dominant hand.</li> <li>- Take shoes off and put them on.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil correctly and use it with good control.</li> <li>- Use a range of small tools.</li> <li>- Develop muscle tone to put pencil pressure on paper.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil to begin to form letters correctly.</li> <li>- Handle tools, objects, construction, and malleable materials with increasing control.</li> <li>- Do up and undo buttons and zips.</li> <li>- Cut with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively with a comfortable grip.</li> <li>- Hold cutlery to eat.</li> </ul>	<ul style="list-style-type: none"> <li>- Write on lines and control letter size.</li> <li>- Draw with accuracy and care.</li> <li>- Use one hand consistently for fine motor tasks.</li> <li>- Cut along a straight line with scissors.</li> <li>- Start to cut along a curved line.</li> </ul>	<ul style="list-style-type: none"> <li>- Cut a shape out using scissors.</li> <li>- Begin to draw diagonal lines, like in a triangle.</li> <li>- Use tools such as pencils with accuracy, e.g. colouring inside the lines of a picture; drawing pictures that are recognisable.</li> </ul>	

**Literacy**

**ELG: Comprehension**

Children at the expected level of development will:

- 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.



- Funnybones (Allan Ahlberg)
- Little Red Hen (Jonathan Allen)
- The Runaway Chapati (Susan Price)
- Handa's Surprise (Eileen Browne)
- Harry and His Dinosaurs Go to School (Ian Whybrow)
- It's Okay to Be Different (Todd Parr)



- Walking Through the Jungle (Julie Lacome)
- Elmer (David McKee)
- Rumble in the Jungle (Giles Andreae and David Wojtowycz)
- Giraffes Can't Dance (Giles Andreae and Guy Parker-Rees)



- Traditional Tales (Different Versions)
- Jack and the Beanstalk
- Three Little Pigs



- Travel Magazines
- Goodnight Spaceman (Michelle Robinson)
- Aliens in Underpants (Claire Freedman and Ben Cort)
- Five Little Men in a Flying Saucer
- Non-Fiction Books



- Non-Fiction Books
- The Very Hungry Caterpillar (Eric Carle)
- What the Ladybird Heard (Julia Donaldson)
- Superworm (Julia Donaldson)
- Mad About Minibeasts (Giles Andreae and David Wojtowycz)
- Spinderella (Julia Donaldson)



- Rainbow Fish (Marcus Pfister)
- Commotion in the Ocean (Giles Andreae and David Wojtowycz)
- Three Little Fish and the Big Bad Shark (Ken Geist and Julia Gorton)
- Jessie the Jellyfish (Laurie Newman)
- Non-Fiction Books

- Show a preference for a book, song or rhyme.
- Listen to a story and comment on the events.
- Name the characters from a familiar story.
- Listen to stories and join in with repeated refrains
- Retell stories such as 'The Little Red Hen' verbally using actions.

- Talk about events and name the characters in a story read.
- Join in with rhymes and stories.
- Fill in missing words from well-known rhymes.
- Begin to answer simple comprehension questions.

- Show interest and answer simple questions about a text.
- Use known words to check reading makes sense.
- Identify the characters and setting of a familiar book.
- Listen to stories, commenting on a story and anticipating key events.
- Sequence stories.
- Discuss different versions of the same fairy-tales.
- Introduce a storyline or narrative into their play.
- Generate character descriptions using adjectives.

- Demonstrate understanding when talking about what is read.
- Repeat words or phrases to check reading.
- Identify the characters and setting of a familiar book.
- Join in with the repeated refrain from a familiar story.
- Begin to use language from the story when discussing it.
- Introduce a storyline or narrative into their play in role play, small world areas and throughout continuous provision.

- Begin to notice if reading makes sense and sounds right.
- Think about what is already known to help with reading.
- Say rhymes by heart.
- Know that illustrations can help make sense of reading.
- Make a version of We're Going On A Minibeast Hunt (based on Bear Hunt) using repetitive language.
- Find information from non-fiction books, using contents pages and the index.

- Sequence a familiar story using images or objects.
- Tell a story to another person using the book or images.
- Make a simple prediction based on the events of a story so far.
- Use the language from a story within role play and discussions.
- Explain the main events in stories we have read.

**ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Phonics Phase 2**

- s a t p i n m d g o c k c k e u r h b f l
- Tricky Words: is l the

**Phonics Phase 2**

- ff ll ss j v w x y z zz qu ch sh th ng nk
- words with -s /s/ added at the end (hats sits)
- words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)
- Tricky Words: put\* pull\* full\* as and has his her go no to into she push\* he of we me be

**Phonics Phase 3**

- ai ee igh oa oo oo ar or ur ow oi ear air er
- words with double letters
- longer words
- Tricky Words: was you they my by all are sure pure

**Phonics Phase 3**

- Review Phase 3
- words with double letters
- longer words
- words with two or more digraphs
- words ending in -ing
- compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

**Phonics Phase 4**

- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC
- longer words and compound words
- words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est
- Tricky Words: said so have like some come love do were here little says there when what one out today

**Phonics Phase 4**

- Phase 3 long vowel graphemes with adjacent consonants
- CVCC CCVC CCCVC CCV CCVCC
- words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est
- longer words

**ELG: Writing**

Children at the expected level of development will:

- 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.

- Write name.
- Give meaning to marks as drawing, writing and painting e.g. "this is a car".
- Writing area: memos, shopping lists, telephone messages, appointments, prescriptions.

- Begin to write CVC words.
- Know how to write initial sounds.
- Writing area: jungle animal spotting forms, postcards, Christmas cards, lists and labels.

- Know how to write CVC/CVCC words.
- Draw and label story maps.
- Write simple sentences, speech bubbles, letters and a wanted poster for the wolf.
- Writing area: lists, invitations, labels, signs, posters, menus and order forms for Chinese restaurants.

- Know how to write a short phrase.
- Write our own space stories, using key features of narrative.
- Write space facts.
- Writing area: expedition, picnic and shopping lists, maps, labels, signs, posters, space brochure. Passports for space, space diary / log.

- Know how to write a short sentence.
- Draw text maps and innovate texts.
- Write instructions for making snail soup, writing in full sentences.
- Write information posters.
- Write descriptions of minibeasts.
- Writing area: lists, observation sheets, postcards, diaries, maps, signs, stories, fact posters.

- Read what they have written to check if it makes sense.
- Draw story maps, innovating by substitution, addition and alteration.
- Write poems based on Commotion in the Ocean.
- Write a pirate story.
- Write a class information book, with a contents page and index.
- Create a conservation poster.
- Draw and label treasure maps.
- Writing area: brochures, information leaflets, receipts, price lists, poems.

- 1: Developing Fine Motor Control; Using Correct Pencil Grip
- 2: Developing Fine Motor Control; Hand-Eye Coordination
- 3: Left to Right Directional Flow; Producing a Controlled Line
- 4: Trace, Copy and Complete Patterns; Pre-Letter Formation Practice
- 5: Individual Letter Formation: 's'
- 6: Individual Letter Formation 'a'
- 7: Individual Letter Formation: 't'
- 8: Individual Letter Formation: 'p'
- 9: Patterns for Forming 's', 'a', 't', 'p'
- 10: Individual Letter Formation: 'i'

- 11: Individual Letter Formation: 'n'
- 12: Individual Letter Formation: 'm'
- 13: Individual Letter Formation: 'd'
- 14: Patterns for Forming 'i', 'n', 'm', 'd'
- 15: Individual Letter Formation: 'g'
- 16: Individual Letter Formation: 'o'
- 17: Individual Letter Formation: 'c'
- 18: Individual Letter Formation: 'k'
- 19: Patterns for Forming 'g', 'o', 'c', 'k'
- 20: Individual Letter Formation: 'ck'

- 21: Individual Letter Formation: 'e'
- 22: Individual Letter Formation: 'u'
- 23: Individual Letter Formation: 'r'
- 24: Individual Letter Formation: 'h'
- 25: Individual Letter Formation: 'b'
- 26: Individual Letter Formation: 'f'
- 27: Individual Letter Formation: 'l'
- 28: Double Letter Formation: 'll' & 'ss'
- 29: Individual Letter Formation: 'j'
- 30: Individual Letter Formation: 'v'

- 31: Individual Letter Formation: 'w'
- 32: Individual Letter Formation: 'x'
- 33: Individual Letter Formation: 'y'
- 34: Individual Letter Formation: 'z'
- 35: Individual Letter Formation: 'q'
- 36: Individual Letter Formation of 'Anti-Clockwise' Round Letter Family
- 37: Individual Letter Formation of 'Down and Retrace Up' Letter Family
- 38: Forming Letters to Form Words
- 39: Accurate Ascenders: 'ch'
- 40: Forming Letters at the Correct Height: 'th'

- 41: Placing a Dot Over 'i': 'ai'
- 42: Forming Ascenders and Descenders: 'igh'
- 43: Forming Letters at the Correct Size: 'ar'
- 44: Forming Letters Correctly: 'oa'
- 45: Forming Letters Correctly: 'oi'
- 46: Forming Letters Correctly: 'ow'
- 47: Forming Letters Correctly: 'air'
- 48: Capital Letters 'A' and 'Z'
- 49: Capital Letters 'V' and 'W'
- 50: Capital Letters 'B' and 'D'

- 51: Capital Letters 'C' and 'G'
- 52: Capital Letters 'S' and 'U'
- 53: Capital Letters 'E' and 'F'
- 54: Capital Letters 'T' and 'L'
- 55: Patterns
- 56: Numeral Formation: 0, 1, 2, 3, 4
- 57: Numeral Formation: 5, 6, 7, 8, 9
- 58: Numerals and Number Words
- 59: Numerals and Number Words
- 60: Numerals and Number Words

**Mathematics**

**ELG: Number**

Children at the expected level of development will:

- 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.

- Represent, compose and compare numbers to 3.

- Represent, compose and compare numbers to 5.

- Know the number bonds to 4.
- Identify 0.
- Represent, compose and compare numbers to 8.

- Know the number bonds to 5.

- Know  $5+5=10$ ,  $0+10=10$ .
- Count forwards and backwards within 10.

- Double within 10.

**ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising 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.

- Match and sort.
- Compare amounts, size, mass and capacity.
- Make AB patterns.

- Identify and describe circles, triangles, squares and rectangles.
- Use positional language including under, over, around and through.
- Identify one more and one less within 5.

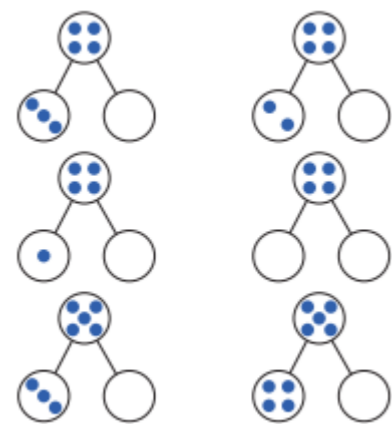
- Compare mass and capacity.
- Make pairs.

- Combine 2 groups.
- Explore length, height and time.
- Compare numbers to 10.
- Identify a cube, sphere, cylinder and cone.
- Make ABB/AAB repeated patterns.

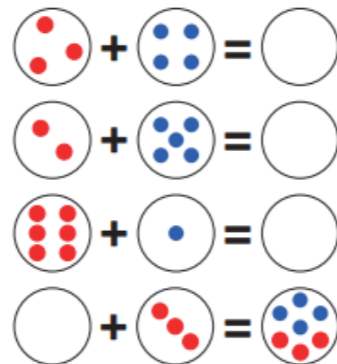
- Build and identify numbers to 20.
- Match patterns using tangrams and shapes.
- Add more and take away within 20.

- Equally share into two groups.
- Identify even and odd numbers up to 10.
- Verbally count beyond 20.

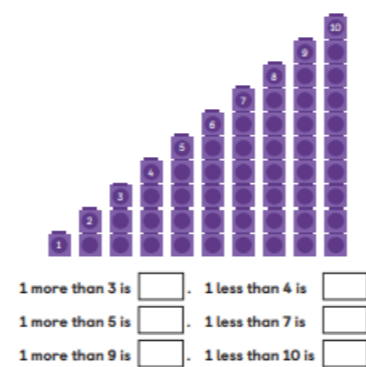
*Part-Part-Whole & Conceptual Subitising*



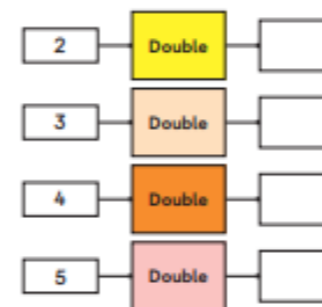
*Composition of Numbers to 10*



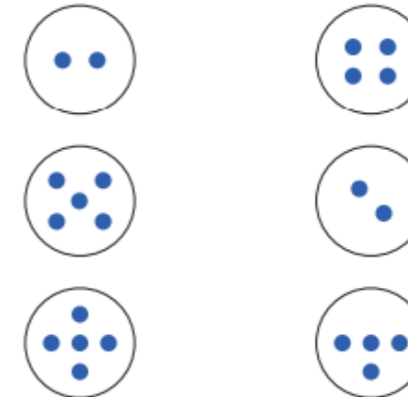
*Adding / Subtracting 1 and 0*



*Doubles / Halves*



*Equal Groups*



**Understanding the World**

**ELG: Past and Present**

Children at the expected level of development will:

- 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.

**Our Lives**

EQ: How have we changed over our lifetimes?

- 1: Who am I now? *Chronology*
- 2: How was I different when I was a baby? *Connection*
- 3: How have I changed between being a baby and now? How do I know? *Chronology Connection Evidence*

same, different, first, next, last, picture

Connection	Recognises that things were different in the past.
Chronology	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.
Evidence	Can talk about past events using picture sources and artefacts..

**Toys**

EQ: When did people have the best toys?

- 1: How can we describe the toys we have today? *Evidence*
- 2: What do the toys my parents had tell us that life was different? *Significance Evidence Connection*
- 3: What do the toys my grandparents had tell us that life was different? *Significance Evidence Connection*
- 4: What do the toys the Victorians had tell us that life was different? *Significance Evidence*
- 5: How have toys changed over time? *Chronology*
- 6: When did people have the best toys? *Significance Evidence*

same, different, special, picture, object

Connection	Recognises that things were different in the past.
Significance	Can recognise and describe special times or events for family and friends.
Chronology	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.
Evidence	Can talk about past events using picture sources and artefacts..

**Looking Back on Our Year**

EQ: What happened in the past year?

- 1: What are the most significant events that have happened this year? How is this the same or different to other people? *Significance*
- 2: How can we put events from our school year into order? *Chronology*
- 3: What's changed and stayed the same between the beginning of the year and now? *Connection*

same, different, special, timeline, picture, object, writing

Connection	Recognises that things were different in the past.
Significance	Can recognise and describe special times or events for family and friends.
Chronology	Create simple timelines to sequence events within their own lives. Use vocabulary such as first, next and last.

**ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences 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

**Location: Home**

EQ: What is my home like?

- 1: What are the features of my house? *Place Enquiry*
- 2: Where are things in my house (locational language)? How can we show these on a map? *Location Place Enquiry*
- 3: Where are things in my lounge/garden (locational language)? How can we show these on a map? *Location Place Enquiry*
- 4: What is similar and different between my home and school? *Place Enquiry*

Location	Show a basic locational knowledge of my immediate surroundings.
Place	Show simple understanding by describing the places and features they study.
Processes	Ask and answer questions about places, features and environments. Make basic observations about the environment they are in. Use basic locational language: up, down, right, left, under and around. Draw a simple map using imagination or knowledge of a specific place, e.g. playground or bedroom.

**Place: Other Countries**

EQ: What is life like in other countries?

- 1: How can I get to a different place? What would I need to go on an adventure? *Enquiry*
- 2: What is China like? What plants grow there? What animals live there? What is the environment like? *Location Place*
- 3: What is Canada like? What plants grow there? What animals live there? What is the environment like? *Location Place*
- 4: What are the similarities between China, Canada and my area? *Place*

Place	Show simple understanding by describing the places and features they study.
Processes	Ask and answer questions about places, features and environments. Recognise a globe and map of the world.

**Location and Geographical Skills: Our School**

EQ: What is our school like?

- 1: What are the features of my classroom? *Place Enquiry*
- 2: Where are things in my classroom (locational language)? How can we show these on a map? *Location Place Enquiry*
- 3: What are the features of my school? *Place Enquiry*
- 4: Where are things in my school (locational language)? How can we show these on a map? *Location Place Enquiry*
- 5: What are the features of Druiitt Gardens? What can I measure there? *Place Enquiry*
- 6: What are the features of Christchurch Quay? What can I measure there? *Place Enquiry*
- 7: How do we look after our immediate environment? *Responsibility*

Location	Show a basic locational knowledge of my immediate surroundings.
Place	Show simple understanding by describing the places and features they study.
Processes	Ask and answer questions about places, features and environments. Make basic observations about the environment they are in. Measure using simple words and simple recording. Use basic locational language: up, down, right, left, under and around. Draw a simple map using imagination or knowledge of a specific place, e.g. playground or bedroom.
Responsibility	Understand that our actions can have an impact on our environment.



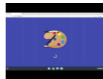


<p><b>Thankfulness</b> <u>Is it important to give thanks?</u></p> <p>Christian traditions Jewish traditions</p> <p><b>1: Communicate:</b> What does it mean to be thankful?  <b>2: Apply:</b> What am I thankful for?  <b>3: Inquire and Contextualise:</b> Why are Christians thankful at Harvest time?  <b>4: Inquire and Contextualise:</b> Why are Jews thankful at Sukkot?  <b>5: Evaluate:</b> What would happen if we weren't thankful?</p> <p>A: love, thankfulness  B:  C: Sukkot (J), Harvest (C)</p>	<p><b>Celebration</b> <u>How do people celebrate special occasions?</u></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p><b>1: Communicate and Apply:</b> How do celebrations feel?  <b>2: Inquire:</b> What do Christians celebrate?  <b>3: Contextualise:</b> Why do Christians act out the Nativity story?  <b>4: Contextualise:</b> Why do Christians give presents and sing carols at Christmas?  <b>5: Contextualise and Evaluate:</b> How do people celebrate special occasions?</p> <p>A: celebration, gift  B:  C: Christmas (C)</p> <p><b>UC:</b> Incarnation (1): Why do Christians perform nativity plays at Christmas?</p>	<p><b>Special Food</b> <u>What food is special for people?</u></p> <p>Christian traditions Jewish traditions Sikhi faith traditions</p> <p><b>1: Communicate and Apply:</b> What food is special to me and to others?  <b>2: Inquire and Contextualise:</b> What food is special to followers of religious traditions?  <b>3: Apply and Evaluate:</b> How can food be special?</p> <p>A: special  B:  C: kosher (J), langar (S), Communion (C)</p>	<p><b>Symbols and New Life</b> <u>How do people celebrate and remember new life?</u></p> <p>Christian traditions</p> <p><b>1: Communicate:</b> How does new life make us feel?  <b>2: Apply:</b> How do chocolate eggs show new life?  <b>3: Inquire:</b> What do Christians believe happened at Easter?  <b>4: Contextualise:</b> What symbols help Christians remember the Easter story?  <b>5: Evaluate:</b> How important is the cross as a symbol for Christians?</p> <p>A: new life  B: symbol  C: Easter (C)</p> <p><b>UC:</b> Salvation (1): Why do Christians put a cross in an Easter garden?</p>	<p><b>Creation (1)</b> <u>What do people see in the world around them?</u></p> <p>Christian traditions</p> <p><b>1: Communicate and Apply:</b> What do you notice in the world around you?  <b>2: Inquire:</b> How do Christians believe the world was created?  <b>3: Inquire:</b> How do Christians believe the world was created?  <b>4: Contextualise:</b> Why do Christians care about animals?  <b>5: Evaluate:</b> Should we look after the world?</p> <p>A: creation  B: god  C:</p> <p><b>UC:</b> God (1) / Creation (1): Why is the word 'god' so important to Christians?</p>	<p><b>Special Clothes</b> <u>What clothes are special for people?</u></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Buddhist traditions Muslim traditions</p> <p><b>1: Communicate and Apply:</b> What clothes are special to me and to others?  <b>2: Inquire and Contextualise:</b> What clothes are special to followers of religious traditions?  <b>3: Communicate and Apply:</b> How are clothes special to people?  <b>4: Evaluate:</b> Can clothes represent what is special?</p> <p>A: special  B:  C: kippah (J), turban (S), hijab (M)</p>
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**ELG: The Natural World**  
Children at the expected level of development will:

- 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.

<p><b>Human Body Parts</b> – Name basic parts of the body.</p>	<p><b>Plants</b> – Observe the growing of a plant from seed, understanding that this process takes a period of time.</p> <p><b>Materials - Properties</b> – Explore and identify a range of different materials, beginning to explore their properties.</p> <p><b>Objects Around Us</b> – Experiment and observe how different objects interact with water, magnets, etc.</p> <p><b>Planets</b> – Know that there are other planets.</p>	<p><b>Life Cycles - Living Things</b> – Observe a life cycle of an animal (e.g. butterfly) over time. – Make observations and drawings of animals and plants.</p> <p><b>Changing State of Matter</b> – Observing melting and witnessing changes in state of matter.</p> <p><b>Seasons</b> – Name the four seasons and make basic observations about each one.</p> <p><b>Habitats</b> – Know that animals live in different habitats.</p>
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<p><b>Online Safety and Wellbeing: R</b></p> <p>How can we stay safe and well when using digital technology?</p> <p><b>Be Internet Sharp</b>  <b>Be Internet Alert</b>  <b>Be Internet Secure</b>  <b>Be Internet Kind</b>  <b>Be Internet Brave</b>  <i>emotion, feeling, positive, negative</i>  <b>Be Internet Healthy</b></p>	<p><b>Computing Systems and Networks: Digital Devices</b></p> <p>How can digital devices be used?</p>  <p>Using technology in different forms (chromebooks, IWB, iPad, talking tiles) and experience different inputs (keyboard, microphone).</p> <p><i>device</i></p>	<p><b>Data and Information: Grouping</b></p> <p>How can objects be grouped?</p>  <p>Recognising that objects can be sorted in different ways according to their properties.</p>	<p><b>Programming: Commands</b></p> <p>How can individual commands have an output?</p> <p><b>A→B</b></p> <p>Giving different commands to a device and observing the outcome.</p>	<p><b>Creating Media: Images and Drawing</b></p> <p>How can I create something using a digital device?</p>  <p>Using digital devices (iPads to take photos, paint on Chromebooks, drawing on IWB/iPads, etc.) to create images.</p>
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**Expressive Arts & Design**

**ELG: Creating with Materials**

Children at the expected level of development will:

- 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.

<p><b>Drawing / Painting: Portraits and Buildings</b></p>  <p><b>Colour Line Shape Space</b></p> <p>1: Inspiration: Own Experiences, Human Form, Observation  2: Techniques: Using Lines and a Range of Tools to Create Shapes  3: Techniques: Shapes to Represent Objects Considering Space  4: Creation: Own Piece</p> <table border="1"> <tr> <td><i>Colour</i></td> <td>Experiment with primary colours and mix these to create new colours, naming these appropriately. Name and use a range of tools to make coloured marks on paper.</td> </tr> <tr> <td><i>Line</i></td> <td>Explore mark-making. Make simple marks on a page.</td> </tr> <tr> <td><i>Shape</i></td> <td>Begin to use simple shapes in artwork.</td> </tr> <tr> <td><i>Space</i></td> <td>Begin to draw objects in the correct space on paper, e.g. a sun in the sky, grass at the bottom of the page etc.</td> </tr> <tr> <td><i>Artistic Communication</i></td> <td>Look and talk about what they have produced, describing simple techniques and media used.</td> </tr> </table>	<i>Colour</i>	Experiment with primary colours and mix these to create new colours, naming these appropriately. Name and use a range of tools to make coloured marks on paper.	<i>Line</i>	Explore mark-making. Make simple marks on a page.	<i>Shape</i>	Begin to use simple shapes in artwork.	<i>Space</i>	Begin to draw objects in the correct space on paper, e.g. a sun in the sky, grass at the bottom of the page etc.	<i>Artistic Communication</i>	Look and talk about what they have produced, describing simple techniques and media used.	<p><b>Drawing / Painting: Space</b></p>  <p><b>Colour Pattern Line Shape Space</b></p> <p>1: Inspiration: Observation from Photographs, Matisse (Colour)  2: Techniques: Primary Colour Mixing  3: Techniques: Using a Range of Tools and Materials to Make Marks  4: Techniques: Using Different Shades of Colour  5: Techniques: Repeated Patterns  6: Creation: Own Piece</p> <table border="1"> <tr> <td><i>Colour</i></td> <td>Experiment with primary colours and mix these to create new colours, naming these appropriately. Name and use a range of tools to make coloured marks on paper. Begin to experiment with different shades of colours, e.g. different shades of blue when painting the sea.</td> </tr> <tr> <td><i>Pattern</i></td> <td>Begin to follow and create simple patterns. Imitate simple repeating patterns, irregular painting patterns and simple symmetry.</td> </tr> <tr> <td><i>Line</i></td> <td>Explore mark-making. Make simple marks on a page.</td> </tr> <tr> <td><i>Shape</i></td> <td>Begin to use simple shapes in artwork.</td> </tr> <tr> <td><i>Space</i></td> <td>Begin to draw objects in the correct space on paper, e.g. a sun in the sky, grass at the bottom of the page etc.</td> </tr> <tr> <td><i>Artistic Communication</i></td> <td>Look and talk about what they have produced, describing simple techniques and media used.</td> </tr> </table>	<i>Colour</i>	Experiment with primary colours and mix these to create new colours, naming these appropriately. Name and use a range of tools to make coloured marks on paper. Begin to experiment with different shades of colours, e.g. different shades of blue when painting the sea.	<i>Pattern</i>	Begin to follow and create simple patterns. Imitate simple repeating patterns, irregular painting patterns and simple symmetry.	<i>Line</i>	Explore mark-making. Make simple marks on a page.	<i>Shape</i>	Begin to use simple shapes in artwork.	<i>Space</i>	Begin to draw objects in the correct space on paper, e.g. a sun in the sky, grass at the bottom of the page etc.	<i>Artistic Communication</i>	Look and talk about what they have produced, describing simple techniques and media used.	<p><b>Sculpture: Insect Sculptures</b></p>  <p><b>Texture Form Space</b></p> <p>1: Inspiration: The Natural Environment  2: Techniques: Texture and Form of Different Materials  3: Techniques: Arranging a Balance of Different Materials for Effect  4: Creation: Own Piece</p> <table border="1"> <tr> <td><i>Texture</i></td> <td>Handle, manipulate and enjoy using a range of materials to create a textured piece of artwork.</td> </tr> <tr> <td><i>Form</i></td> <td>Handle, feel, enjoy and manipulate materials. Construct (indoor and outdoors) 3D structures and models.</td> </tr> <tr> <td><i>Artistic Communication</i></td> <td>Look and talk about what they have produced, describing simple techniques and media used.</td> </tr> </table>	<i>Texture</i>	Handle, manipulate and enjoy using a range of materials to create a textured piece of artwork.	<i>Form</i>	Handle, feel, enjoy and manipulate materials. Construct (indoor and outdoors) 3D structures and models.	<i>Artistic Communication</i>	Look and talk about what they have produced, describing simple techniques and media used.
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**Mechanisms: Vehicles**

Design, make and evaluate a **vehicle** (product) for a **character** (user) for **moving somewhere** (purpose).



<i>Design</i>	Consider the user and purpose of a product. Make a product for another user.
<i>Make</i>	Select from and use tools, materials and equipment to create a simple product.  Cut, shape and join using scissors, glue, paper fasteners and masking tape.
<i>Evaluate</i>	Explore a range of existing products. <i>What product is it? Who is it for? What is it for? How does it work? Where might it be used? What materials is it made from? Why have these been used? What do you like and dislike about it?</i>  Identify something they like and would change about a product they make.

**Structures: Constructing**

Design, make and evaluate a **building** (product) for **other children** (user) for **playing in** (purpose).



<i>Design</i>	Consider the user and purpose of a product. Make a product for another user.
<i>Make</i>	Select from and use tools, materials and equipment to create a simple product.  Use construction kits to build walls, towers and frameworks.
<i>Evaluate</i>	Explore a range of existing products.  Identify something they like and would change about a product they make.

**Food: Biscuits**

Design, make and evaluate a **decorated biscuit** (product) for **themselves** (user) for **eating and enjoying** (purpose).



<i>Design</i>	Consider the user and purpose of a product. Make a product for another user.
<i>Make</i>	Select from and use tools, materials and equipment to create a simple product.  Describe the taste and smell of ingredients.  Prepare ingredients using simple techniques (e.g. mixing).
<i>Evaluate</i>	Explore a range of existing products.  Identify something they like and would change about a product they make.

**Textiles: Joining**

Design, make and evaluate a **design** (product) for a **chosen person** (user) for **showing appreciation and celebrating** (purpose).



<i>Design</i>	Consider the user and purpose of a product. Make a product for another user.
<i>Make</i>	Select from and use tools, materials and equipment to create a simple product.  Use different fabrics.  Cut and join fabrics with simple techniques (e.g. glue).
<i>Evaluate</i>	Explore a range of existing products. <i>What product is it? Who is it for? What is it for? How does it work? Where might it be used? What materials is it made from? Why have these been used? What do you like and dislike about it?</i>  Identify something they like and would change about a product they make.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- 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.

**Me!**  
  
**Unit Theme:** Me and Music  
**Style of Main Song:** A Range of Musical Styles as an Introduction

**My Stories**  
  
**Unit Theme:** Stories in Music  
**Style of Main Song:** A Range of Musical Styles as an Introduction

**Everyone!**  
  
**Unit Theme:** Everyone Together  
**Style of Main Song:** A Range of Musical Styles as an Introduction

**Our World**  
  
**Unit Theme:** The World in Music  
**Style of Main Song:** A Range of Musical Styles as an Introduction

**Big Bear Funk**  
  
**Unit Theme:** Big Bear Funk  
**Style of Main Song:** Funk

**Reflect, Rewind & Replay**  
  
**Unit Theme:** The History and Language of Music  
**Style of Main Song:** Classical