



Early Years Foundation Stage Curriculum Map 2022-23



Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Magical me!	There's No Place Like Home People Who Help Us	Around the World Cold Places Hot Places	Around the World Hot Places Dinosaurs	Growing Castles	Water Sailing the Seven Seas (Pirates)
RE	Creation & Covenant	Prophecy & Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the earth	Dialogue & Encounter
Super Six Texts	The Colour Monster The Tiger Who Came to Tea Peace at Last It's Okay to be Different We are a Family Beware of the Bears (Goldilocks)	The Gruffalo Owl Babies Stick Man Tree The Foggy Foggy Forest The Gingerbread Man	The Emperors Egg The Great Explorer Lost and Found Winter Non Fiction The Three Billy Goats Gruff Rumble in the Jungle	Handa's Hen Handa's Surprise Engine's Engine's Dinosaur Roar Dinosaur's Love Underpants The Three Little Pigs	The Very Hungry Caterpillar Oliver's vegetables Seeds Needs Jack and The Beanstalk Mad about Minibeasts Superworm	Commotion in the Ocean Somebody Swallowed Stanley Big Book of the Blue A new home for a Pirate The Pirates next door
Wow moments / Enrichment	National Poetry Day (7 th Oct) Black History Month Dance Workshop Visit to the Church Baking Bread Year 6 buddies	Autumn Walk Visit to the fire station Remembrance Day Trip to Wintershall Nativity Production Making gingerbread men	Chinese New Year Food tasting – different cultures Making soup National Handwriting Day 23 rd January National Storytelling week 30 th Jan-6 th Feb Visit to Cranleigh Library (researching and taking out topic books)	Trip to Bird World Fruit tasting Dinosaur Mystery – AR dinosaur in the classroom Mother's Day World Book Day 3 rd March Easter Celebrations St David's Day – celebrations and visit from Father Alistair	Live Caterpillars Minibeast walks Planting Growing beanstalks Making fairy cakes	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Father's Day Visit to Sayers Croft Pirate Day STCM's got talent competition



Early Years Foundation Stage Curriculum Map 2022-23



<p>COEL</p> 	<h3>Characteristics of Effective Learning</h3> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Over Arching Principles</p> 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>



Early Years Foundation Stage Curriculum Map 2022-23



St Cuthbert Mayne Learners

<p>St Cuthbert Mayne Learners</p> <p>Our School Values</p>	<p>Kindness We know that we must be kind to others. We look after each other and make sure that our school is a safe place for everyone.</p>	<p>Faithfulness God is at the centre of all that we do. We try to be the face of God in the world.</p>	<p>Happiness We try to spread happiness by being happy and having fun.</p>	<p>Love We show our love for others by making the right choices and putting other people before ourselves.</p>	<p>Hope Hope is nothing else than to trust that the love of God has no end. We possess a hope that comes from a real encounter with God which helps us to persevere when we find things difficult.</p>	<p>Respect We show respect for all people and all faiths. We celebrate that we are all different and remember that we are all equal. We do not tolerate bullying or inequality in the world.</p>	<p>Responsibility We take responsibility for ourselves and others. We know that it is our responsibility to look after people who need help. We do this in lots of ways in our school. One of these ways is through our charity work.</p>	<p>Achievement We try our best to do our best in everything that we do. Getting better never stops! We also know that we need to work together.</p>
<p>British values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We can play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>			



Early Years Foundation Stage Curriculum Map 2022-23



Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Astro Girl Lulu gets a Cat Baby goes to market Handa's Surprise Somewhere	The big book of families Maisie's scrapbook Hats of faith We are all Welcome.	Through the eyes of me Incredible you I see things differently Because What makes me a me?	Susan Laughs What happened to you? Its ok to be different Only one you Don't call me special Happy to be me It's Ok to be different	Two Homes It's ok to be Different Love makes a family The girl with two dads We are family Our class is a family Love makes a family



Early Years Foundation Stage Curriculum Map 2022-23

Prime Area – 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, to persist and wait for what they want and direct 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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Managing Self Building Relationships	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

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.

Managing Self: 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.

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.



Early Years Foundation Stage Curriculum Map 2022-23

Prime Area – 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, storytelling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding Speaking	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>

Early learning Goals

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

Speaking:

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.



Early Years Foundation Stage Curriculum Map 2022-23

Prime Area – 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Skills	Gross Motor Children will learn to move safely in a space.	Gross Motor Children will explore different ways to travel using equipment.	Gross Motor Children will be able to control a ball in different ways.	Gross Motor Children will jump and land safely from a height.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.	Gross Motor Children will be able to play by the rules and develop coordination.
Gross Motor Skills	Fine Motor Children will begin to use a tripod grip when using mark making tools.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip.
	Planet Soccer PE Twice Weekly Game Play - instructions, special awareness	Planet Soccer PE Twice Weekly Multi skills - equipment	Planet Soccer PE Twice Weekly Gymnastics	Planet Soccer PE Twice Weekly Dance	Planet Soccer PE Twice Weekly Athletics	Planet Soccer PE Twice Weekly Summer Sports
	<p>How? Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.</p>					

Early learning Goals
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.
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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing



Early Years Foundation Stage Curriculum Map 2022-23

Early learning Goals:

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

Word Reading

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.

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.



Early Years Foundation Stage Curriculum Map 2022-23

Specific Area – Maths

We aim to develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. Children are taught 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, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We encourage children to 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 not be afraid to make mistakes. We use the White Rose Maths Hub resources and the NCTEM Mastering Number programme when planning the curriculum and aim to provide a high-quality learning environment and meaningful interactions to support children in developing mathematical thinking and discussion. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed applied and recorded within their own child-led exploration.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Opportunities for settling in, introducing the areas of provision.	Mass and Capacity	Introducing zero	Making pairs	Building numbers beyond 10	Doubling
Numerical Patterns	Exploring the continuous provision inside and out. Where do things belong? Positional language. Visual timetable, key times of the day, class routines Matching and sorting Compare amounts Compare size, mass and capacity Make simple patterns Subitising The purpose of counting and cardinality	Exploring Pattern Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 2D shapes Positional language Representing numbers to 5 One more and one less Time Counting 1:1 correspondence Comparing quantities Composition whole and parts	Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity 6, 7 and 8 Perceptual and conceptual subitising Counting – stable order principal and	Combining 2 groups Length and height Time Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate Adding more Taking away Spatial reasoning compose and decompose Counting strategies Doubles Composition of numbers	Sharing and grouping Even and odd Spatial reasoning visualise and build Deepening understanding patterns and relationships Spatial reasoning mapping

Early Learning Goals:

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.

Numerical Patterns:

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.



Early Years Foundation Stage Curriculum Map 2022-23

Specific Area – 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 ecologically 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 later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities. The Natural World Past and Present	<p>History: Past and Present Children will know about their own life story and how they have changed. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>Identifying / commenting on their family. Show interest in the lives of other people who are familiar Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Talk about some differences in me from my past (baby until now)</p>	<p>History: Past and Present Children will know about the past through events. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know there are special places of importance in the community</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them. Children will learn about the environment they live in.</p> <p>Draw a simple map of the school Talk about things I have observed such as autumn Ask questions about aspects of familiar world Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Talk about significant events in my own experiences</p>	<p>History: Past and Present Children will know about the past through a famous person in history. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter. Children will learn about different environments</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Changing seasons: winter Ice experiments Life cycle of an Emperor Penguin Learning about environments that are different to ours – the Arctic and Antarctic.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages and have different cultures and religions</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>Similarities and differences between countries/environments/Africa /Animals using Handa’s Hen Learning about different languages, cultural I can describe how the environment was different during prehistoric times (dinosaurs) I can describe special events (Easter) African folk lore tales – Anansi, The Leopards Drum</p>	<p>History: Past and Present Children will know about the past through settings and characters. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages and have different cultures and religions</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>Growth & Change butterfly life cycle I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal I can show care and concern for living things in the environment</p>	<p>History: Past and Present Children will know about the past through settings, events and characters. Fiction and non fiction historical texts</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will learn about forces</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago Non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map</p>

	<p>Feature fictional characters and stories from a range of times in storytelling, listening to what children say about them (The Tiger Who Came to Tea) I can talk about why things happen: making bread</p>	<p>I can recognise and describe special times or events for family or friends Recognise that people have different beliefs and celebrate special times in different ways Learn about Remembrance Day and why it is important Investigating shadows</p>	<p>Learning about a famous explorer Celebrate Chinese New Year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Knowing there are different countries in the world (China)</p>		<p>I can start to develop an understanding of growth, decay, and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects Learning about a tudor castle why were they built, who lived in them and what features did they have?</p>	<p>I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure)</p>
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Early Learning Goals:

People. Culture & Communities: 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, nonfiction texts and (when appropriate) maps.

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

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;



Early Years Foundation Stage Curriculum Map 2022-23

Specific Area – 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 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials</p> <p>Being imaginative and Expressive</p>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p> <p>Join in with nursery rhymes and songs Exploring the continuous provision inside and out (creative area, small world and construction, role-play areas). Learn ‘choose it, use it, put it away’. Take part in pretend play (small world, home corner, baby clinic) and begin to develop storylines in their play Build models using construction equipment Exploring different instruments (outside music basket) To draw / paint self-portraits Explore colour mixing Singing as a group - body songs</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>Autumn artwork - rubbings of leaves, leaf printing, Leaf Man collages Move to and talk about music – Autumn Days Introduce junk modelling – making animal homes linked to After the Storm. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Kandinsky Concentric circles - I can produce a piece of artwork using an artist’s style as a stimulus (mathematics link) Christmas decorations, Christmas cards, Christmas songs/poems Nativity role play & performance</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Making icicles, snowflakes and painting Arctic animals Recap colour mixing, talk about cold colours and experiment with them. Cold colour collages and pictures. Moving to and talk about music - Snow World The Penguin song and dance Making lanterns, Chinese writing, puppet making, Chinese music Making leaves, vines and flowers for the role-play Painting African animals (Handa’s Surprise)</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>African art Listen to African music and encourage the children to create their own using instruments Recap colour mixing, talk about hot colours and experiment with them. Hot colour collages and pictures Mother’s Day crafts Salt dough fossils Texture pictures – that’s not my dinosaur Dinosaur Roar performance Easter crafts and songs</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings</p> <p>Jack and the beanstalk role-play and song Listening music clips Creating castle role-play area Junk modelling focus – making castles. Sharing work and explaining process Seeds Needs poetry Seed collages Observational drawings of plants and caterpillars/butterflies</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>Commotion in the ocean Underwater artwork – paint sea/underwater animals (collaboration) Sea creature junk modelling Father’s Day Crafts Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Pirate crafts Pirate songs</p>

Early Learning Goals:**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.

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.