

EYFS Edward Worlledge Ormiston Academy Curriculum Map 2022/2023

(New Early Learning Goals)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/ Curriculum Weeks	<p>Getting to know each other / Colour</p> <p><u>Experiences/ Possible Lines of Development</u> <i>Baseline</i> assessments Harvest Colour hunt Halloween Library Workshops</p>	<p>Let's Celebrate</p> <p><u>Experiences/ Possible Lines of Development</u> Bonfire Night Diwali (4th November) Christmas</p>	<p>Paws and Claws</p> <p><u>Experiences/ Possible Lines of Development</u> Dinosaurs Jurassic Journey – Great Yarmouth National Bird Week Owl Experience Animals and hibernation</p>	<p>Heroes and Heroines</p> <p><u>Experiences/ Possible Lines of Development</u> Mother's Day Easter Superhero dress up day The Queen/ Princess Diana Lord Nelson</p>	<p>Down at the Bottom of the Garden</p> <p><u>Experiences/ Possible Lines of Development</u> Planting seeds Growing plants Caterpillar growing Minibeast hunting</p>	<p>Land Ahoy!</p> <p><u>Experiences/ Possible Lines of Development</u> Pirate Day- Time and Tide Museum Ocean creatures Seasides Sea Life Centre Transition to Year 1</p>
Literacy/ Communication And Language	<p><u>ELG Literacy – Comprehension:</u> 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.</p> <p><u>ELG Literacy – Word Reading:</u> 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.</p> <p><u>ELG Literacy – Writing:</u> 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.</p> <p><u>ELG Communication and Language – Listening, Attention and Understanding:</u> 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.</p> <p><u>ELG Communication and Language – Speaking:</u> 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.</p>					

<p><u>Key Texts:</u> Elmer The Little Red hen The Colour Monsters Brown Bear Mixed up Chameleon Dear Zoo We're going on a leaf hunt</p>	<p><u>Key Texts:</u> Stickman The Gingerbread Man Hovis the Hedgehog Bonfire Night Room on the Brown The Nativity</p> <p><u>Learning Focus:</u> Letter Writing (thankyou) Labelling Christmas Lists</p>	<p><u>Key Texts:</u> <u>Dinosaur Books</u> <u>Animal Books</u> Oi Dog/ Oi Frog The tiger that came to tea Owl Babies Polar bear Polar bear what do you hear? The mummy animal book The baby animal book</p> <p><u>Learning Focus:</u> Writing Non-Fiction facts about animals</p>	<p><u>Key Texts:</u> Supertato Midnight Superhero The Jolly Postman The big pancake Zog Easter story</p> <p><u>Learning Focus:</u> Designing superveg Story telling</p>	<p><u>Key Texts:</u> Jack and the Beanstalk Handa's Surprise The very hungry caterpillar Spinderella Facts about spiders</p> <p><u>Learning Focus:</u> Using adjectives</p>	<p><u>Key Texts:</u> Tiddler 10 little pirates Ten little pirates Sharing a shell Under the sea What the ladybird heard</p> <p><u>Learning Focus:</u> Writing fact files Recount of story Leaflet</p>
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	<p><u>Learning Focus:</u> Drama Retelling stories Creating posters Colour Mixing</p>	<p>Cards Recipe writing (making salt dough decs/ gingerbread men)</p>	<p>Fact Files Caring for animals</p>	<p>Comic w</p>
Phonics (Letters and Sounds)	<p><u>Phase 1</u></p> <p><u>Phase 2</u> S,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss.</p>	<p><u>Phase 2</u> Revisit/Review</p> <p><u>Phase 3</u> J,v,w,x,y,z,zz,qu, ch,sh,th,ng, nk</p>	<p><u>Phase 3</u> ai,ee, igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er</p>	<p><u>Phas</u> Consolidation Application of know conte</p>
Writing	<p>Mark Making</p> <p>Write initial phonemes</p> <p>CVC Words using s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss.</p> <p>Name Writing</p>	<p>Mark Making</p> <p>Write initial phonemes</p> <p>CVC Words using s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss, J,v,w,x,y,z,zz,qu ch,sh,th,ng</p> <p>Name Writing</p>	<p>CVC Words using s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss, J,v,w,x,y,z,zz,qu ch,sh,th,ng ai,ee, igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er</p> <p>Writing Tricky Words</p> <p>Write simple sentences using taught words</p>	<p>CVC Word s,a,t,p,l,n,m,d,g,o,c,k,ck, J,v,w,x,y,z,zz,qu ch, igh,oa,oo,oo,ar,or,u</p> <p>Writing Tric</p> <p>Write simple senten wor</p>

		<p style="text-align: center;">Writing Tricky Words</p> <p style="text-align: center;">DM: Spell words by identifying the sounds then writing the sound with letter/s. Re-read what they have written to check it makes sense.</p>		<p style="text-align: center;">To use the classroom as a support for writing</p> <p>DM: Write short sentences using known letter sound combinations, a capital letter and full stop. Re-read what they have written to check it makes sense.</p>
Mathematics	<p>ELG Mathematics – Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG Mathematics – Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, more 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 change.</p>			
	<ol style="list-style-type: none"> 1. Early Mathematical experiences 2. Pattern and Early number 	<ol style="list-style-type: none"> 3. Numbers within 6 4. Addition and subtraction within 6 5. Measures 6. Shape and sorting 	<ol style="list-style-type: none"> 7. Numbers within 10 8. Calendar and time 9. Addition and subtraction within 10 10. Grouping and Sharing 	<ol style="list-style-type: none"> 11. Number patterns 12. Doubling and halving 13. Shape and Patterns

PSED <i>(As part of circle time and each value will be taught through the following books)</i>	<p>ELG PSED – Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in several ideas or actions.</p> <p>ELG PSED – Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reason accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG PSED – Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>			
	Respect Elmer	Caring Fill a Bucket	Tolerance Giraffes Can't Dance	Responsibility

Physical Development	<p>ELG PD – 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.</p> <p>ELG PD – 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.</p>				
	<p>Health and Fitness</p> <p>Key Skills</p> <ul style="list-style-type: none"> I can describe how my body feels before, during and after an activity. I can describe which organs work hard during exercise. 	<p>Gymnastics</p> <p>Key Skills</p> <ul style="list-style-type: none"> I can travel in various ways. I can balance accurately on one foot. <ul style="list-style-type: none"> I can demonstrate simple rolls. I can create shapes with my body 	<p>Dance</p> <p>Key Skills</p> <ul style="list-style-type: none"> I can copy simple moves I can remember short sequences. 	<p>Football</p> <p>Key Skills</p>	<p>Tennis</p> <p>Key Skills</p> <ul style="list-style-type: none"> I can throw a ball underarm. I can catch a ball with two hands.

<ul style="list-style-type: none"> I can label the human body parts on a diagram. 					
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Understanding of the World

ELG UoW – Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG UoW –People, Culture and 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, non-fiction texts and (when appropriate) maps.

ELG UoW – 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.

Planning for progression to Year One (Links between EYFS and Year One Curriculum Maps)
 Autumn 1- Materials/colour/collage (Sci Y1) Our local area (Geog Y1)
 Autumn 2
 Spring 1
 Spring 2
 Summer 1
 Summer 2

<p><u>People, Culture and Communities</u> Library Workshops Being Unique Different cultures within the classroom Our local area</p> <p><u>The Natural World</u> Autumn Animals and their patterns/colours</p> <p><u>Past and Present</u></p>	<p><u>People, Culture and Communities</u> Christmas Christingles Diwali Children In Need</p> <p><u>The Natural World</u> The weather - Seasons</p> <p><u>Past and Present</u></p>	<p><u>People, Culture and Communities</u> Chinese new year</p> <p><u>The Natural World</u> Winter Ice/melting and freezing Making observations of animals</p> <p><u>Past and Present</u></p>	<p><u>People, Culture and Communities</u> The Queen Family (hero's)</p> <p><u>The Natural World</u> Spring Science week</p>	<p><u>People, Culture and Communities</u> Comparing cultures (Handa's Surprise)</p> <p><u>The Natural World</u> Growing plants Insects in our and other environments</p>	<p><u>People, Culture and Communities</u> People we find at the seaside</p> <p><u>The Natural World</u> Creatures that live in the sea and on the beach</p> <p><u>Past and Present</u></p>
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<p>Ourselves</p> <p>Did we always have colour? What was different?</p>	<p>Technologies</p> <p>Christmas –then and now</p>	<p>Role of vets, palynologists, history of dinosaurs</p>	<p>Past and Present</p> <p>Easter time</p> <p>Role of real life superheroes</p>	<p>Growing caterpillars</p> <p>Past and Present</p> <p>How have we grown? Growth of animals and how they change</p>	<p>History of pirates</p>
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<p>Expressive Arts and Design</p>	<p>ELG EAD – 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.</p> <p>ELG EAD – 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.</p> <p>Planning for progression to Year One (Links between EYFS and Year One Curriculum Maps)</p> <p>Autumn 1- Materials/colour/collage</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>
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<p>Music (charanga)</p>	<p><u>Me!</u></p> <p>Night Ferry Anna Clyne 21st Century</p> <p>Blues Runaway Blues Ma Rainey</p> <p>Jazz Take the 'A' Train Duke Ellington Orchestra</p> <p>Rock n Roll Hound Dog Elvis Presley</p> <p>Pop With A Little Help from My Friends The Beatles</p> <p>Funk I Got You (I Feel Good) James Brown</p> <p>Disco Le Freak Chic</p>	<p><u>My Stories</u></p> <p>Christmas</p> <p>Christmas songs</p> <p>Brazil Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p> <p>Indonesia Gamelan</p> <p>Baris Gong Kebyar of Peliatan</p> <p>Indian Classical Sahela Re Kishori Amonkar</p>	<p><u>Everyone</u></p> <p>Kerry Andrew No Place Like - Commission for a cappella voices</p> <p>Mason Bates Anthology of Fantastic Zoology – Sprite; A Bao A Qu</p> <p>Joseph Bologne, Chevalier de Saint-Georges Symphony No. 1 in G major – Allegro (1st mvt)</p>	<p><u>Our World</u></p> <p>Edward Elgar 'Enigma' Variations – Theme ('Enigma'), variations 11, 6 & 7</p> <p>Carl Orff Carmina burana – 'O fortuna'</p> <p>Henry Purcell Abdelazer – Rondeau</p> <p>Jean Sibelius Finlandia</p> <p>Pyotr Ilyich Tchaikovsky The Nutcracker – Waltz</p>	<p><u>Big Bear Funk</u></p> <p>Hallelujah from Messiah Handel - Baroque period</p> <p>Rondo alla Turca Mozart - Classical Period</p> <p>Symphony No. 5 Beethoven - Classical Period</p> <p>1812 Overture Tchaikovsky - Romantic Period</p> <p>Night on a Bare Mountain</p>	<p><u>Reflect, Rewind & Replay</u></p> <p>Symphonic Variations on an African Air Coleridge-Taylor 20th Century</p> <p>English Folk Song Suite Vaughan Williams 20th Century</p> <p>Mars from The Planets Holst 20th Century</p>
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	80s Synth/Pop Smalltown Boy Bronski Beat 90s Singer/Songwriter Play Dead Björk 90s RnB Say My Name Destiny's Child Art Pop Wild Man Kate Bush 90s Indie Wonderwall Oasis	Bhangra Bhabiye Akh Larr Gayee Bhujhangy Group Trinidad Calypso Tropical Bird Trinidad Steel Band Drumming Jin-Go-La- Ba (Drums of Passion) Babatunde Olatunji Tango Libertango Piazzolla South Africa Choral Inkanyezi Nezazi Ladysmith Black Mambazo Middle East Folk Sprinting Gazelle Reem Kelani Folk Sea Shanties Various Folk Mazurkas Op. 24 Chopin	Aaron Copland Rodeo – Hoe-Down Antonín Dvořák Symphony No. 9 in E minor, 'From the New World' – Largo (2nd mvt)	of the Flowers; Russian Dance O Euchari Hildegard - Early period	Mussorgsky Romantic Bolero Ravel 20th Century	This Little Babe from Ceremony of Carols Britten 20th Century For the Beauty of the Earth Rutter 20th Century Jai Ho from Slumdog Millionaire A.R. Rahman 21st Century Connect It Anna Meredith 21st Century
Art	<u>Understanding and exploring identity</u> Self-portraiture drawings <u>Spiral snail art</u> Using patterns and colour to create spirals	<u>Exploring the power of creativity</u> Drawing by torchlight Making Christmas decorations and cards	<u>Exploring the natural world</u> Primal painting	<u>Exploring the power of creativity</u> Murals in schools (Castle paintings water colours)	<u>Exploring the natural world</u> To colour Van Gogh-sunflowers	<u>Understanding and exploring identity</u> Making finger puppets Feely pictures
DT	Make bread	Making gingerbread men	Bird feeders	Superveg – making figures Junk modelling castles	Chopping fruit for fruit kebabs	Clay sea creatures

Role Play/ Small World	Fruit and Vegetable Shop Animal exploration	Post office Grotto	Dinosaur camp Vets	Super Hero Den	Enchanted forest	Pirate Ship
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