

## EYFS Edward Worlledge Ormiston Academy Curriculum Map

(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></p> <p><u>Baseline</u> assessments</p> <p>Harvest</p> <p>Colour hunt</p> <p>Halloween</p> <p>Library Workshops</p>	<p>Jolly Postman/ Christmas</p> <p><u>Experiences/ Possible Lines of Development</u></p> <p>Bonfire Night</p> <p>The Gruffalo – theatre visit 25<sup>th</sup> Nov</p> <p>Fireman visit (1<sup>st</sup> week)</p> <p>Diwali (4<sup>th</sup> November)</p> <p>People who help us (chef, postman)</p> <p>Christmas</p>	<p>Paws and Claws</p> <p><u>Experiences/ Possible Lines of Development</u></p> <p>Dinosaurs</p> <p>Jurassic Journey – Great Yarmouth</p> <p>National Bird Week</p> <p>Owl Experience</p> <p>Animals and hibernation</p>	<p>Heroes and Heroines</p> <p><u>Experiences/ Possible Lines of Development</u></p> <p>Mother's Day</p> <p>Easter</p> <p>Superhero dress up day</p> <p>The Queen/ Princess Diana</p> <p>Lord Nelson</p>	<p>Down at the Bottom of the Garden</p> <p><u>Experiences/ Possible Lines of Development</u></p> <p>Planting seeds</p> <p>Growing plants</p> <p>Caterpillar growing</p> <p>Minibeast hunting</p>	<p>Land Ahoy!</p> <p><u>Experiences/ Possible Lines of Development</u></p> <p>Pirate Day- Time and Tide Museum</p> <p>Ocean creatures</p> <p>Seasides</p> <p>Sea Life Centre</p> <p>Transition to Year 1</p>
Literacy/ Communication And Language	<p><b>ELG Literacy – Comprehension:</b> 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><b>ELG Literacy – Word Reading:</b> 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><b>ELG Literacy – Writing:</b> 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><b>ELG Communication and Language – Listening, Attention and Understanding:</b> 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><b>ELG Communication and Language – Speaking:</b> 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</p>					

	using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	<p><b>Key Texts:</b>          Elmer          The Day the Crayons Quit          The Little Red hen          The Colour Monsters          Funny Bones          Brown Bear          Mixed up Chameleon</p>	<p><b>Key Texts:</b>          Click, Clack, Moo Stickman          The Jolly Postman          The Jolly Christmas Postman          The Gingerbread Man          Hovis the Hedgehog          Bonfire Night          The Gruffalo</p> <p><b>Learning Focus:</b>          Letter Writing (thankyou)          Labelling Christmas Lists</p>	<p><b>Key Texts:</b>  <u>Dinosaur Books</u>  <u>Animal Books</u>          Oi Dog          Handas Surprise          The tiger that came to tea          Owl Babies          The dinosaur that pooped a planet          Polar bear Polar bear what do you hear?</p> <p><b>Learning Focus:</b>          Writing Non-Fiction facts about animals          Missing Posters</p>	<p><b>Key Texts:</b>          Superheroes          Supertato          Traditional tales          Cinderella          Rapunzel</p> <p><b>Learning Focus:</b>          Designing superveg          Story telling</p>	<p><b>Key Texts:</b>          Jack and the Beanstalk          Jim and the Beanstalk          Handa's Surprise          The hungry caterpillar</p> <p><b>Learning Focus:</b>          Using adjectives</p>	<p><b>Key Texts:</b>          The dinosaur that pooped a pirate          Pirates love underpants          Ten little pirates          Sharing a shell</p> <p><b>Learning Focus:</b>          Writing fact files          Caterpillar diaries          Designing bugs – using adjectives</p>

	<p><b>Learning Focus:</b>          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 writing          Retelling traditional tales</p>	<p>and verbs          Write own version of a story          Comparing cultures          Recounts</p>	
<b>Phonics (Letters and Sounds)</b>	<p><b>Phase 1</b></p> <p><b>Phase 2</b>          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><b>Phase 2</b>          Revisit/Review</p> <p><b>Phase 3</b>          J,v,w,x,y,z,zz,qu, ch,sh,th,ng,</p>	<p><b>Phase 3</b>          ai,ee, igh,oa,oo,oo,ar,or,ur,ow,oi, ear,air,er</p>	<p><b>Phase 4</b>          Consolidation          Application of knowledge in different contexts</p>	<p><b>Phase 4</b>          Consolidation          Application of knowledge in different contexts</p>	<p><b>Phase 4</b>          Consolidation          Application of knowledge in different contexts</p>

<b>Writing</b>	<b>Mark Making</b>  <b>Write initial phonemes</b>  <b>CVC Words using</b> <b>s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss.</b>  <b>Name Writing</b>	<b>Mark Making</b>  <b>Write initial phonemes</b>  <b>CVC Words using</b> <b>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,quch,sh,th,ng ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er</b>  <b>Name Writing</b>  <b>Writing Tricky Words</b>  <b>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.</b>	<b>CVC Words using</b> <b>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,quch,sh,th,ng ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er</b>  <b>Writing Tricky Words</b>  <b>Write simple sentences using taught words</b>	<b>CVC Words using</b> <b>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,quch,sh,th,ng ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,er</b>  <b>Writing Tricky Words</b>  <b>Write simple sentences using taught words</b>  <b>To use the classroom environments as a support for writing independently</b>  <b>DM: Write short sentences with words with known letter sound correspondences using a capital letter and full stop. re-read what they have written to check it makes sense.</b>	<b>To use the classroom environments as a support for writing independently</b>  <b>To write words, phrases and simple sentences independently</b>  <b>To be challenged to write sentences using connectives i.e because, and, so</b>	<b>To write words, phrases and simple sentences independently</b>  <b>To be challenged to write sentences using connectives i.e because, and, so</b>  <b>DM: Form lower and upper case letters correctly then write short sentences with words with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to make sure it makes sense.</b>
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<b>Mathematics</b>	<p><b>ELG Mathematics – Number:</b> 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.</p> <p><b>ELG Mathematics – Numerical Patterns:</b> 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.</p>																							
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<b>PSED</b>  <i>(As part of circle time and each value will be taught through the following books)</i>	<p><b>ELG PSED – Self-Regulation:</b> 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.</p> <p><b>ELG PSED – Managing Self:</b> 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.</p> <p><b>ELG PSED – Building Relationships:</b> 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.</p>						
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<b>Physical Development</b>	<p><b>ELG PD – Gross Motor Skills:</b> 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><b>ELG PD – Fine Motor Skills:</b> 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>												
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	<p><b><u>People, Culture and Communities</u></b> Library Workshops Being Unique Different cultures within the classroom</p> <p><b><u>The Natural World</u></b> Autumn Animals and their patterns/colours</p> <p><b><u>Past and Present</u></b> Ourselves Did we always have colour? What was different?</p>	<p><b><u>People, Culture and Communities</u></b> Christmas Christingles Diwali Children In Need</p> <p><b><u>The Natural World</u></b> The weather - Seasons</p> <p><b><u>Past and Present</u></b> Jobs – how are they different now? Technologies Christmas –then and now</p>	<p><b><u>People, Culture and Communities</u></b> Chinese new year</p> <p><b><u>The Natural World</u></b> Winter Ice/melting and freezing Making observations of animals</p> <p><b><u>Past and Present</u></b> Role of vets, palynologists, history of dinosaurs</p>	<p><b><u>People, Culture and Communities</u></b> The Queen Family (hero's)</p> <p><b><u>The Natural World</u></b> Spring Science week</p> <p><b><u>Past and Present</u></b> Easter time Role of real life superheroes</p>	<p><b><u>People, Culture and Communities</u></b> Comparing cultures (Handa's Surprise) Mrs Ola to talk about Africa</p> <p><b><u>The Natural World</u></b> Growing plants Insects in our and other environments Growing caterpillars</p> <p><b><u>Past and Present</u></b> How have we grown? Growth of animals and how they change</p>	<p><b><u>People, Culture and Communities</u></b> People we find at the seaside</p> <p><b><u>The Natural World</u></b> Creatures that live in the sea and on the beach</p> <p><b><u>Past and Present</u></b> History of pirates</p>
<b>Expressive Arts and Design</b>	<p><b><u>ELG EAD – Creating with Materials:</u></b> 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><b><u>ELG EAD – Being Imaginative and Expressive:</u></b> 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>					
<b>Music (charanga)</b>	<p><b>Special People</b> Introduction to singing and Nursery Rhymes Harvest Songs (cauliflowers fluffy)</p>	<p><b>Christmas</b> Christmas songs</p>	<p><b>Everyone! Action songs,</b></p>	<p><b>Our World</b></p>	<p><b>Big Bear Funk</b></p>	<p><b>Reflect, rewind, replay</b></p>
<b>Art</b>	Colour mixing (primary and secondary)	Making Christmas decorations and cards	Collages of different environments	Castle paintings (water colours)	Van Gough Sunflowers	Making Matisse minibeasts Pompom spiders

<b>DT</b>	Make bread	Make gingerbread men Make stick men	Bird feeders	Superveg – making figures Junk modelling castles	Chopping fruit for fruit kebabs	Clay minibeasts
<b>Role Play/ Small World</b>	Jungle/Elmer/Animals/Smallworld	Post office Grotto	Dinosaur camp Vets	Super Hero Den	Enchanted forest	Pirate Ship