


St Bega's Catholic Primary School

Early Years Curriculum Map 2024-25



	<u>Autumn 1</u> <u>All About Me</u> <u>Amazing Autumn</u>	<u>Autumn 2</u> <u>Bears</u> <u>Once Upon a Time</u> <u>Celebrations (Christmas)</u>	<u>Spring 1</u> <u>Wonderful Winter</u> <u>Frozen Places</u> <u>People Who Help Us</u>	<u>Spring 2</u> <u>Exciting Easter</u> <u>Growing Plant/Life</u> <u>Cycles</u>	<u>Summer 1</u> <u>Down On The Farm</u> <u>Terrific Tales</u>	<u>Summer 2</u> <u>Summer Sunshine</u> <u>Holidays Home and Away</u> <u>Transport</u>
Possible Celebrations & Experiences	Class rules and routines, Starting School, Halloween, Autumn, Black History Month	Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Chinese New Year, Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day, Sports Day, Transition
Key Texts Texts – Fiction and Non-Fiction						
RE	MYSELF - God knows and loves each one Judaism - Hannukkah WELCOME - Baptism: a welcome to God's family BIRTHDAY - Looking forward to Jesus' birthday		CELEBRATING - People celebrate in Church GATHERING - Parish family gathers to celebrate Eucharist GROWING - Looking forward to Easter		GOOD NEWS - Passing on the Good News of Jesus Islam - Special objects FRIENDS - Friends of Jesus OUR WORLD - God's wonderful world	
RSHE	CREATED AND LOVED MY GOD		CREATED TO LOVE OTHERS		CREATED TO LIVE IN COMMUNITY	

<p>Personal, Social and emotional development</p>	<p>Express when they feel happy, sad, tired or upset, explore emotions through stories and discussions. Separate from a parent/carer with adult support Begin to follow nursery rules and routines with adult support. Begins to take turns with support from an adult. Begin to make friends</p> <p>Recognise and talk about different emotions. Follow classroom rules and routines with some reminders. Become more independent with daily routines. Build positive relationships with peers and staff. Use the toilet and wash hands independently. Seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Is willing to have a go at new things. Washes hands after toileting with reminders to do so. Play with one child extending and contributing during play.</p> <p>Use their own preferences to choose what they want to do. Can put on their own coat and become more confident with buttons and zips. Talk about how they are feeling and to consider others feelings. Begin to take turns and share resources, developing patience and understanding. Understand the need to have rules. Begin to develop friendships.</p>	<p>Shows more independence when exploring areas in the setting. Uses the visual timetable to know what is happening during the day. Be able to sit during circle time. Develop ways of being assertive. Able to take turns in roleplay.</p> <p>Have a good understanding of the behaviour expectations and begin to guide others. Are proud of their achievements. Be able to focus during longer whole class lessons. Begin to show resilience and perseverance in the face of a challenge. Be able to use taught strategies to support turn taking.</p>	<p>Uses the toilet independently. Focuses on a task for longer periods of time. Shows they are able to follow rules. Begins to talk about healthy food choices. Play with one and more children, extending and contributing during play.</p> <p>Identify and moderate their own feelings socially and emotionally. Develop independence when dressing and undressing. Can talk about healthy food choices and what makes them healthy. Listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Can manage when there are changes in routines. Share how they are feeling with a member of staff. Start to understand feelings. (happy, sad, tired, worried, angry and scared) and begin to control their emotions. Begin to understand how someone else might feel.</p> <p>Confident to try new things. Be able to control their emotions using a range of techniques. Manage own basic needs independently. Dress independently. Work as a group.</p>	<p>Becoming more independent. Shows more control over their feelings and behaviours. To sit during circle time and join in a class session. Able to choose resources to help them achieve. Show confidence with others during a social situation. Manages their behaviour in a range of situations. Uses reason and resolutions when playing with others. Be able to show a 'can do' attitude Understand the importance of healthy food choices Be able to have confidence to communicate with adults around the school.</p>
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<p>Communication and Language</p>	<p>Begin to listen to stories and nursery rhymes. Begins to listen to instructions given. Understands 1 key word instruction Listens during adult guided activities. Focuses on an activity of own choice for a short period of time. Links words together when speaking. Use words to communicate their needs. Retell familiar nursery rhymes.</p> <p>Beginning to listen to others in the setting. Listens during story time and shows an interest in books being read to them. Understand how to listen carefully and know why it is important. Speaks in simple sentences. Recites simple rhymes, songs and poems. Talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listens to simple stories. Listens to others when they to them. Shows an understanding of what has been read to them using the pictures. Understands simple concepts Big/small etc Use words to communicate their needs and make themselves understood. Asks What questions.</p> <p>Listens more attentively on the carpet and during guided activities to the teacher and peers. Use expression to communicate meaning. Initiates conversations with peers and familiar adults. Understand how and why questions. Use new vocabulary throughout the day.</p>	<p>Listens to what others are saying and respond. Begin to pay attention to more than one thing at a time. Recall some key events from a story. Answers who, what, where questions. Recite nursery rhymes from memory. Be able to speak using 4 – 6-word sentences. Begin to link sentences using ‘and’</p> <p>Develops listening skills in a different situation, carpet time, phonics, assembly etc. Shows a good level of attention and concentration during guided and independent activities. Use talk to describe and explain during play. Uses past tense.</p> <p>Ask questions to find out more. Talk in sentences using conjunctions e.g. and, because</p>	<p>Sits and listens during longer stories. Focuses more attention on a chosen activity. Understand 2 step simple instructions. Retells a past event in their life. Take turns speaking and listening during a conversation.</p> <p>Maintains attention in different contexts. Shows attention to both adults and peers. Ask questions to clarify understanding and Shows a good understanding of texts they have heard using recall. Can verbally retell a story. Uses talk to clarify their thinking and ideas. Speaks in well-formed sentences. To engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listens more carefully. Beginning to know they have to wait their turn when speaking. Understand prepositional language on & under Asks why questions during a conversation. Begins to use a wider range of vocabulary during play.</p> <p>Can follow a 3-part instruction. Uses new knowledge and vocabulary during play. Understand a question such as who, what, where, when, why and how. Use talk to explain how things work, what has happened and why. Explains how Uses speech to reason and solve problems with their peers.</p>	<p>Maintains attention in whole class and small groups for a short period of time. Understands why questions. Respond appropriately during a conversation. Use talk to organise their play.</p> <p>Listens attentively to adults and peers. Shows a good level of attention during learning tasks. Retells a story showing a good understanding. Understands and uses a wide range of vocabulary in their conversations and discussion. Be able to have conversations with adults and peers with back-and-forth exchanges. Talk in sentences using a range of tenses.</p>
<p>Physical Development</p>	<p>Explores moving their body in different ways. Climbs using two feet at a time. Scoops and pours sand. Claps and stamps to music. Shows can use one handed tools. Uses a palm grip while using mark making tools. Uses spring scissors to make snips in paper. Move safely in a space. Begin to use tripod grip when using mark making tools.</p>	<p>Moves body to music showing when they can stop and start. Explores a range of fine motor activities.</p> <p>Explore different ways to travel using equipment. Accurately draw lines, circles and shapes to draw pictures. Begin to learn correct letter formation and use these in their writing</p>	<p>To be able to control a ball in different ways, balance on a variety of equipment and climb Child shows a preference for a dominant hand. Begin to hold mark making tools with a four-finger grip. Use construction equipment correctly to build e.g. Duplo Develop more independence with spring scissors.</p> <p>shows increasing control over a ball.</p>	<p>To jump and land safely from a height. Begin to hold a pencil with a modified tripod grip to show control. Make more controlled marks when mark making. Manipulate dough through rolling, squeezing, patting and balling. Jump and land safely from a height.</p>	<p>To move safely with confidence and imagination, communicating ideas through movement. Draw and paint using shapes and pictures. Demonstrate a growing independence putting on a coat and shoes, begin to do zips. Move in a range of ways confidently including running, jumping,</p>	<p>Can follow instructions in simple races, running at speed and an obstacle course. Begin to form some letters of their name. Begin to use a knife and fork. Play by the rules and develop coordination. Negotiates space and obstacles safely. Use a range of small tools effectively. To form letters correctly using a tripod grip.</p>

	Form letters in their name correctly.		Continue to develop body strength, balance and co-ordination. Handle scissors, pencil and glue effectively. Develop correct letter formation.	Negotiate space successfully and adjust speed and direction. Use cutlery appropriately. Form recognisable letters using an effective pencil grip.	dancing, hopping, skipping and climbing. Hold scissors correctly and cut out small shapes. Begin to use a tripod grip to draw and write accurately.	
Literacy	<p>Joins in with repeated phrases for familiar stories. Discriminates between sounds. Draw basic pictures. Use lines to look like writing. Scribble writing left to right direction Begin to assign meaning.</p> <p>Engages and enjoys an increasing range of books. Names Labels Hear and say sounds in CVC words. Link sounds with letters</p> <p>Focus: Name Writing Drawing and labelling family members</p> <p>Sounds Write Units 1-4</p>	<p>Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. Write symbols and shapes that looks like writing. Assign meaning to marks during play Overwrite name</p> <p>Acts out stories using recently introduced vocabulary. Write simple lists Link sounds to letters Use phonic knowledge to spell simple words Form letters with care Sequence stories</p> <p>Focus: Name Writing Moon Fact Book</p> <p>Sounds Write Units 5-7</p>	<p>Answers who and what questions linked to stories shared. Ascribes meanings to marks Write random letters with no connection between letters and sounds.</p> <p>Talk about the characters in the books they are reading. Use phonic knowledge to spell simple words and write simple captions.</p> <p>Focus: Penguin Fact Book Speech Bubbles</p> <p>Sounds Write Units 8-10</p>	<p>Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Use letter strings which travel from left to right and top to bottom. Attempts to write name</p> <p>Sequence stories Use phonic knowledge to spell simple words and write simple captions. Read and write high frequency words.</p> <p>Focus: Bean Diary Caterpillar captions</p> <p>Sounds Write Unit 11</p>	<p>Uses new vocabulary in their play. Write letters with spaces between them to resemble the idea of words.</p> <p>Retell a story using vocabulary influenced by their book. Use phonics to spell Write simple sentences. Read and write high frequency words.</p> <p>Focus: Story Writing Recipes/Instructions</p> <p>Sounds Write Unit 11</p>	<p>Uses new vocabulary in conversations. Develop oral blending and segmenting skills. Beginning to record some sounds in sequence. Copies words seen in the environment</p> <p>Writes name</p> <p>Able to answer questions about what they have read. Use phonics to spell words and write sentences. Use Phonic knowledge to read their own work out aloud. Read and write high frequency words.</p> <p>Focus: Post cards Recount</p> <p>Sounds Write Bridging Unit</p>
Mathematics	<p>Number rhymes with finger numbers Recite number names to 5/10 Sort objects according to one criteria shape, colour or size Compare two quantities and size – more/less, large/small, big/little Recognise basic 2d shapes Match and sort Repeating patterns Count 1:1</p>	<p>Number rhymes with finger numbers Recite numbers to 10 Cardinal principle for 1,2 and 3+ Begin to describe shapes and patterns. Compare lengths and heights Grouping and sorting Subitise to 5 Composition of 5</p>	<p>Number rhymes with finger numbers Finger numbers to 5 Recite number names to 10 Number 3, 4 & 5 Subitizing to 3 Position and direction language Use shapes to build and make new shapes</p>	<p>Cardinal principle to 5 and beyond Recite numbers to 10+ Recognise some numerals and link them to a set</p> <p>Verbal counting beyond 20 Representing 9,10 Composition of numbers to 10</p>	<p>Copy patterns and sequences Count actions and sounds as well as objects Subitise 1,2 and 3 including dice faces</p> <p>Counting to 30 and back from different numbers.</p>	<p>Count objects, actions and sounds with increasing accuracy Collect a stated amount from a larger set (1-6) Copy an AB pattern Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional,</p>

	<p>Subitise to 3 Representation and composition of 3 Recite numbers in order past 5 Compare amounts more/fewer Compare size, mass and capacity Simple 2d shapes</p>	<p>Demonstrate understanding of the 1:1 cardinal principle and order number to 10 Write numerals up to at least 5 Recite number in order past to 10 2d shapes Positional and directional language</p>	<p>Understands and uses full, empty and half empty. Verbal counting to 20 Count objects, actions and sounds to 10 and order numbers to 10 Subitise to 5 Composition of 5 (include subtraction facts) Representing 6,7,8 Simple addition Compare amounts Compare mass and capacity</p>	<p>Compare amounts to 10 Introduce 3d shapes Repeating patterns Compare length and height</p>	<p>Compare numbers to 10 and say 1 more/ 1 less Add and subtract two single-digit numbers counting on or back Double/ halve and share objects Recall some number facts to 10 Recall subtraction facts to 5 Spatial reasoning- match, rotate, manipulate 2D shapes Revisit 3D shapes</p>	<p>using words such as 'first', 'then...' Continue an AB pattern Revised shape and measures, sorting and positional language.</p> <p>Counting beyond 20 Recognising numbers beyond 10 Revisit bonds for numbers to 10 Number Pattern Doubling numbers to 5+5 Sharing and grouping Even and odd numbers Revisit and consolidate</p>
Understanding of the world	<p>Explore changes in Autumn. Talk about their immediate family and their role in the family.</p>	<p>Know about family celebrations.</p>	<p>Explore what happens on cold winter days. Know about people who help us. Understand how people help us.</p>	<p>Explore growing seeds, begin to understand that plants need water and light to survive and grow. Explore plants using all their senses to learn more about them.</p>	<p>Talk about taking care of the world around us.</p>	<p>Explore changes over time.</p>
	<p>Know there are different types of housing Understand they live in Hartlepool With help, locate Hartlepool on a globe and map Know where the local Headland shops, school and Church are Know why there is a need for shops, schools, churches, etc. Understand there are different places on the globe (land and water) Know that the name of the sea where we live is the North Sea. Know about their own life story and know they have changed. Know about features of the immediate environment. Explore and ask questions about the natural environment around them Talk about past and present events in their lives</p>	<p>Know some similarities and differences between things in the past and now. Know about the past through settings, characters.</p>	<p>Talk about the lives of people around them. Talk about features of the environment they are in and learn about the different environments</p>	<p>Begin to use basic scientific vocabulary to describe parts of plants. Explain a simple lifecycle, E.g., sunflower Know why we celebrate Easter.</p> <p>Make close observations of plants in the natural world, make comparisons and identify similarities and differences. Understand what plants need to survive and grow healthily (water, light and warmth). Use the correct basic scientific vocabulary to describe parts of plants. Understand through books and observations that plants change, and I</p>	<p>Know that simple symbols are used to identify features on a map. Make observations about animals discussing similarities and differences.</p>	<p>Know that there are many countries around the world. Know that people in other countries may speak different languages. Know that people around the world have different religions.</p>

				<p>explain a range of lifecycles.</p> <p>Understand how plants grow and change.</p> <p>Explore plants in the natural world, making observations and drawings of plants.</p> <p>Know that people around the world have different religions.</p>		
Expressive Arts and Design	<p>Join different materials together.</p> <p>Join in with simple repetitive rhymes and songs.</p> <p>Experiment mixing with colours.</p> <p>Sing and perform nursery rhymes.</p>	<p>Make choices about which materials to use when creating.</p> <p>Perform songs and dances in a Christmas performance.</p> <p>Experiment with different textures.</p> <p>Experiment with different instruments and their sounds.</p>	<p>Create closed shapes with continuous lines.</p> <p>Explore sounds that can be made from percussion.</p> <p>Safely explore different techniques for joining materials.</p> <p>Create narratives based around stories.</p>	<p>Begin to include details on drawings.</p> <p>Follows teachers signals/instructions when playing instruments (play and stop)</p> <p>Make props and costumes for different role play scenarios.</p> <p>Move in time to the music.</p>	<p>Represent feelings, noises and movements through drawing.</p> <p>Create own songs using musical accompaniments.</p> <p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Play an instrument following a musical pattern.</p>	<p>Explore colouring mixing.</p> <p>Share likes and dislikes about a piece of music.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>Invent their own narratives, stories and poems.</p>
Roleplay Areas	Home Corner	Hot Chocolate Stand/Santa's Workshop	Hospital/Vets Supermarket Police station	Garden Centre	Pizza Shop Farm shop	Travel Agents/Airport
Possible Visits Events	Ward Jackson Park Pumpkin Picking	Walk to the Post office (letter to Santa) Pantomime	Fire station Visit Nurse visitor	Butterfly world Garden Centre Observe life cycle of butterflies.	Farm Visit	Beach Picnic
Home/School links	Parents Curriculum Meeting Phonics and fun morning	Nativity Performance Stay and Play	Reading and rhyme stay and play	Easter Stay and Play	Reports	Sports Day

