

*No job is more important than working with children in the early year (Development Matters 2020)*

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## Trewidland Primary School EYFS Year A Curriculum Plan

### AUTUMN

### SPRING

### SUMMER

Main Topic <i>(mini themes evolve and adapt based on children’s interests)</i>	Term 1 Once Upon a Time	Term 2 Bears, Bears, Bears	Term 3 Amazing Animals	Term 4 Where do I live?	Term 5 School, school. School!	Term 6 Saving lives at sea
Characteristics for effective learning	<p><b>Playing and exploring</b> – listening and communicating, plan and think ahead, making independent choices, making new friends, following own interests, curiosity, concentration</p> <p><b>Active learning</b> – participating in routines, correcting own mistakes, keeping on trying, imagination, risk taking, enthusiasm</p> <p><b>Creating and thinking critically</b> – reviewing their own progress, problem solving, making links, concentrating for extended periods of time, having their own ideas</p>					
Communication and Language	Attention RWI Mark making	Understanding RWI Letter formation	Speaking RWI Have a go writing – Little Red text map	Mother's day presentation RWI Have a go writing – Toys in Space text map	Partner discussion RWI Have a go writing – Yeti and the Bird text map	Perform a poem RWI Recount writing based on trip
Progression of communication and language	<p>I can listen to other people talk with interest but I can be easily distracted. <b>(birth-3 years)</b></p> <p>I can babble and use single words during play <b>(birth-3 years)</b></p> <p>I can listen carefully to songs, stories and rhymes and respond by joining in. <b>(3-4 years)</b></p> <p>I can use connectives to link words in sentences <b>(3-4 years)</b></p>		<p>I can respond and give my attention, using my name helps <b>(3-4 years)</b></p> <p>I can link words together at the start of a sentence eg more milk <b>(3-4 years)</b></p> <p>I can listen carefully to songs, stories and rhymes paying attention to how they sound <b>(4-5 year)</b></p> <p>I can articulate my thoughts and ideas in well formed sentences <b>(4-5 years)</b></p>		<p>I can start a conversation and take it in turns to speak <b>(3-4 years)</b></p> <p>I can use sentences of 4-6 words <b>(3-4 years)</b></p> <p>Hold a conversation when engaged in back and forth exchanges with their teachers and peers <b>(ELG)</b></p> <p>Express their ideas and feelings about their experiences using full sentences included use of past, future and present tenses, making use of conjunctions with modelling and support for their teacher <b>(ELG)</b></p>	

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<b>Progression of handwriting</b>	I enjoy writing freely <b>(birth-3 years)</b> I can write some letters from my name <b>(3-4 years)</b>	I enjoy writing freely <b>(birth-3 years)</b> I can write some lower case letters correctly <b>(4-5 years)</b>	I can demonstrate good gross motor skills in making large marks <b>(3-4 years)</b> I am beginning to use a tripod grip <b>(4-5 years)</b>	I can demonstrate good fine motor control when using tools eg pencil, scissors, threading <b>(3-4 years)</b> I can write some upper case correctly <b>(4-5 years)</b>	I can demonstrate good fine motor control when using tools eg pencil, scissors, threading <b>(3-4 years)</b> I can write CVC words <b>(4-5 years)</b>	I can write some letters correctly eg letters of my name <b>(4-5 years)</b> I can write simple sentences <b>(ELGs)</b>
<b>Progression of reading</b>	<b>First 6 weeks</b> – children taught all set 1 sounds (including digraphs) then assessed and grouped.  <b>Term 1</b> children to be working at RWI ditty level and be introduced to digraphs sh ch the ng nk qu		<b>Term 2</b> children to be working at RWI red level and reading digraphs sh ch the ng nk qu		<b>Term 3</b> children to be working at RWI green / purple level and reading set 2 sounds – ay ee igh oo oo ar or air ir ou oy I can orally segment simple CVC words eg c a t. I can say the initial sounds in most words. <b>(3-4 years)</b> I can identify single letter sounds (16+) <b>(4-5 years)</b> I can write CVC words and phrases <b>(ELG)</b>	
<b>Key Class Readers</b>	All traditional tales (different versions) Nursery rhymes The magic box (poem)	Rainbow Bear This is the bear series Little Bear series Polar Bear The Christmas Unicorn The Christmas Present	Superworm The bad tempered ladybird The very busy spider Don't hog the hedge The mixed up chameleon Slowly, slowly, slowly said the sloth We're going on a lion hunt The ugly five The leopards drum	We're going on a bear hunt. Katie Morag series Stories of the saints from the four countries of the UK	The velveteen rabbit The little match girl Daisy saves the day Oliver Twist  Sharing children's favourite stories and non-fiction texts from home.	The singing mermaid The Lighthouse Keepers Lunch and other stories Duffy's Lucky Escape Nelson's Dangerous Dive The three Pirate series
<b>Key Rhymes</b>	Old Mcdonald This little piggy 1,2,3,4,5 one I caught a fish alive	Humpty Dumpty Jack and Gill Hay Diddle Diddle	Hot cross buns Mary had a little lamb This old man Simple Simon	The wheels on the bus If you're happy and you know it	The grand old duke of York Oh we're on the train again	Sing a song of sixpence The big ship sails through the ally ally oh

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	5 little speckled frogs 5 little monkeys Big red Combine harvester Dingle Dangle Scarecrow	5 little men in a flying saucer Hickory Dickory Dock Incy Wincy Spider	I hear thunder Tommy thumb	Row Row Row your Boat London’s Burning Head shoulders knees and toes Cold and frosty morning	She’ll be coming round the mountain Goosey Goosey Gander There’s a worm at the bottom of the garden 3 blind mice	Old King Cole Kookaburra sits in the old gum tree Oranges and lemons There was an old lady
<b>Number and Numerical Patterns</b>	White Rose Autumn SOL	White Rose Autumn SOL	White Rose Spring SOL	White Rose Spring SOL	White Rose Summer SOL	White Rose Summer SOL
<b>Progression</b>	<p>Week 1,2,3 – Getting to know you! Opportunities for settling in and getting to know the maths area. Initial observations and assessments to be completed, including the RBA. Key times of day, class routines, where do things go.</p> <p>Week 4, 5, 6 Just like me! <b>Number</b> – match and sort, compare amounts. <b>Measure, shape and spatial thinking</b> – compare size, mass and capacity, explore pattern</p> <p>Week 7,8,9 It’s me 1,2,3! <b>Number</b> -Representing 1,2,3. Comparing 1,2,3. Composition of 1,2,3. <b>Measure, shape and spatial thinking</b> – circles, triangles and positional language</p> <p>Week 10, 11, 12 – Light and dark! <b>Number</b> – representing numbers to 5. <b>Measure, shape and spatial thinking</b> – shapes with 4 sides, time</p> <p>I can show numbers to 5 using concrete resources <b>(4-5 years)</b></p> <p>I can match numeral and quantity to 5</p>		<p>Week 1,2,3, Alive in 5! <b>Number</b> – introducing zero, comparing numbers to 5, composition of 4 and 5. <b>Measure, shape and spatial thinking</b> – comparing mass, comparing capacity</p> <p>Week 4,5,6, Growing 6,7,8! <b>Number</b> – 6,7&amp;8, combining 2 amounts, making pairs. <b>Measure, shape and spatial thinking</b> – length, time and height</p> <p>Week 7, 8, 9 – Building 9 and 10! <b>Number</b>- counting to 9 and 10. Comparing numbers to 10. Bonds to 10.</p> <p><b>Measure, shape and spatial thinking</b> – 3D shapes, spatial awareness, patterns</p> <p>I can count objects, claps, movements up to 10 <b>(4-5 years)</b></p> <p>I can match numeral and quantity (within 10) <b>(4-5 years)</b></p> <p>I can quickly say how many there are (up to 5) <b>(4-5 years)</b></p> <p>I can recall number bonds to 5 <b>(4-5 years)</b></p>		<p>Week 1,2,3 – To 20 and Beyond! <b>Number</b> – Building numbers beyond 10, counting patterns beyond 10. <b>Spatial Thinking</b> – spatial reasoning, match, rotate, manipulate</p> <p>Week 4,5,6 – First, then, now! <b>Number</b> – adding more, taking away <b>Spatial reasoning</b> – compose and decompose</p> <p>Week 7,8,9 - Find my pattern! <b>Number</b> – doubling, sharing and groupings, even and odd <b>Spatial reasoning</b> – visualise and build</p> <p>Week 10, 11, 12 – On the move! <b>Number</b> – deepening understanding, patterns and relationships <b>Spatial reasoning</b> – mapping</p> <p>I can count beyond 20 <b>(ELG)</b></p> <p>I can compare quantities using greater/ more than, fewer/ less than, the same/ equal <b>(ELG)</b></p> <p>I can show patterns in numbers to 10 <b>(ELG)</b></p> <p>I can talk about odd and even numbers <b>(ELG)</b></p> <p>I can say double facts <b>(ELG)</b></p> <p>I can share equally <b>(ELG)</b></p>	

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	<p>I can say one number name for each item <b>(4-5 years)</b>                  I can quickly say how many there are (up to 3) <b>(4-5 years)</b>                  I am starting to compare quantities using non standard vocabulary <b>(4-5 years)</b>                  I can start to continue and copy patterns <b>(4=5 years)</b></p>		<p>I can start to give some linked subtraction facts <b>(4-5 years)</b>                  I can start to recall some double facts e.g. 1 and 1 is 2 <b>(4-5 years)</b>                  I can spot errors in the pattern<b>(4-5 years)</b>                  I can name my pattern e.g. ABAB <b>(4-5 years)</b>                  I can start to identify odd and even numbers linked to sharing <b>(ELG)</b></p>		<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame<b>(ELG)</b>                  I can recognise the numerals to 10 and match to quantity consistently <b>(ELG)</b>                  I can recognise quantities up to 5 without counting <b>(ELG)</b></p>	
<b>Progression</b>	<p>I can show numbers to 5 using concrete resources <b>(4-5 years)</b>                  I can match numeral and quantity to 5                  I can say one number name for each item <b>(4-5 years)</b>                  I can quickly say how many there are (up to 3) <b>(4-5 years)</b>                  I am starting to compare quantities using non standard vocabulary <b>(4-5 years)</b>                  I can start to continue and copy patterns <b>(4=5 years)</b></p>		<p>I can count objects, claps, movements up to 10 <b>(4-5 years)</b>                  I can match numeral and quantity (within 10) <b>(4-5 years)</b>                  I can quickly say how many there are (up to 5) <b>(4-5 years)</b>                  I can recall number bonds to 5 <b>(4-5 years)</b>                  I can start to give some linked subtraction facts <b>(4-5 years)</b>                  I can start to recall some double facts e.g. 1 and 1 is 2 <b>(4-5 years)</b>                  I can spot errors in the pattern<b>(4-5 years)</b>                  I can name my pattern e.g. ABAB <b>(4-5 years)</b>                  I can start to identify odd and even numbers linked to sharing <b>(ELG)</b></p>		<p>I can count beyond 20 <b>(ELG)</b>                  I can compare quantities using greater/ more than, fewer/ less than, the same/ equal <b>(ELG)</b>                  I can show patterns in numbers to 10 <b>(ELG)</b>                  I can talk about odd and even numbers <b>(ELG)</b>                  I can say double facts <b>(ELG)</b>                  I can share equally <b>(ELG)</b>                  I can show how numbers to 10 are made up using different models e.g. part whole, tens frame<b>(ELG)</b>                  I can recognise the numerals to 10 and match to quantity consistently <b>(ELG)</b>                  I can recognise quantities up to 5 without counting <b>(ELG)</b></p>	
<b>People, Culture and Communities and R.E</b>	<p>Christianity - David and Goliath                  Harvest Festival</p>	<p>Christian - Christmas                  Hinduism - Diwali                  Tim Peak</p>	<p>Chinese New Year                  Christianity - Pancake day and lent</p>	<p>Christian - Easter Story                  Christianity Noah's Ark                  Local Saint- St Piran                  Mother's day                  Red nose day</p>	<p>Christianity - Moses and the Red Sea</p>	<p>Christianity - Jonah and the Whale                  Adults who help</p>
<b>BELONGING (talking about themselves and others, comparing themselves, discussing own family traditions)</b>						

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<b>The Natural World</b>	Parts of the body	Changing seasons	Farm animals and their young Bug hunt	Cold countries Making and melting ice Ice lollies	Planting seeds Make lighthouses with a real light Using magnets	Healthy eating Teeth Sun safety Exploring shadows
<b>Past and Present</b>	Me and My family	Poppy day Bonfire Night	Extinct creatures - dinosaurs	How has the theatre changed?	Old and new vehicles	Nurses now and then
<b>Progression</b>	<p><b>Past and Present - Studying our families and ourselves, family trees</b> Make connections <b>between the features of their family and other families (birth-3 years)</b> <b>Begin to make sense of their own life story and family’s history (3-4 years)</b></p> <p><b>The Natural World - Autumn changes, leaf study, mud kitchen, washing hands – hand germ experiment with bread, exploring corn flour</b> Explore natural materials, indoors and outdoors <b>(birth-3 years)</b> Explore and</p>	<p><b>Past and Present - Exploring toys of the present and the past</b> Explore materials with different properties (different types of toys) <b>(birth-3 years)</b> Explore how things work (toys) <b>(3-4 years)</b> Explore and talk about different forces they can feel (using toys) <b>(3-4 years)</b></p> <p><b>People, Culture and Communities - Diwali dancing and cooking</b> Notice differences between people <b>(birth-3 years)</b> Continue developing positive attitudes about the differences between people <b>(3-4 years)</b></p>	<p><b>Past and Present – Investigating local buildings / statues / areas of importance</b> Talk about what they see, using a wide range of vocabulary <b>(3-4 years)</b> Comment on images of familiar situations in the past <b>(4-5 years)</b></p> <p><b>The Natural World - Winter weather changes, studying frost, ice and snow, ice experiment – making ice, melting ice, growing a rainbow – rainbow experiment with skittles and warm / cold water, recycling and litter / maps of the local area</b></p>	<p><b>Past and Present - People of the past – Jesus</b> Continue developing positive attitudes about the differences between people <b>(3-4 years)</b> Compare and contrast characters from stories, including figures from the past <b>(4-5 years)</b></p> <p><b>People, Culture and Communities – Christian celebration of Easter, exploring different countries and traditions in the world</b> Talk about members of their immediate family and community <b>(3-4 years)</b></p>	<p><b>Past and Present – dinosaur dig, investigating transport over time</b></p> <p>Talk about what they see, using a wide range of vocabulary <b>(3-4 years)</b> Know some similarities and differences between things in the past and now <b>(ELG)</b> Understand the past through settings, characters and events encountered in books read in class and storytelling <b>(ELG)</b></p> <p><b>The Natural World - Different transport, balloon powered cars / rockets, thrust –</b></p>	<p><b>Past and Present – how we have grown and how we will continue to grow</b> Begin to make sense of their own life story <b>(3-4 years)</b> Talk about the lives of people around them <b>(ELG)</b></p> <p><b>The Natural World - building and investigating a bug hotel, life cycles – butterflies from caterpillars, the needs of a plant experiment, growing plants / sunflower competition, growing a bean in a jar, drawing animals and plants</b></p>

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	<p>respond to natural phenomena in their setting and on trips <b>(birth-3 years)</b> Use all of their senses in hands on exploration of natural materials <b>(3-4 years)</b> Talk about what they see using a wide range of vocabulary <b>(3-4 years)</b></p>	<p><b>The Natural World - Cooking – melting chocolate, fire / sparkler safety, bubbling magic potions, making dough, studying different leaves and twigs</b> Explore natural materials, indoors and outdoors <b>(birth-3 years)</b> Explore and respond to natural phenomena in their setting and on trips <b>(birth-3 years)</b> Use all of their senses in hands on exploration of natural materials <b>(3-4 years)</b> Talk about what they see using a wide range of vocabulary <b>(3-4 years)</b> Talk about differences between materials and the changes they notice <b>(3-4 years)</b></p>	<p>Begin to understand the need to respect and care for the natural environment and living things <b>(3-4 years)</b> Explore collections of materials with similar and/or different properties (through animal habitats) <b>(3-4 years)</b> Talk about differences between materials and the changes they notice <b>(3-4 years)</b> Explore the natural world around them <b>(4-5 years)</b> Recognise some environments that are different from the one in which they live <b>(4-5 years)</b></p>	<p>Show interest in different occupations <b>(3-4 years)</b> Continue developing positive attitudes about the differences between people <b>(3-4 years)</b> Recognise that people have different beliefs and celebrate special times in different ways <b>(4-5 years)</b> Recognise some similarities and differences between life in this country and life in other countries <b>(4-5 years)</b></p> <p><b>The Natural World – exploring Spring – changes (new life) – life cycle of a chick (link to Easter), map of the UK and the world (link to country of the week)</b> Know that there are different countries in the world and talk</p>	<p><b>bottle cap experiment, gravity – rocket launching, investigate floating and sinking by making a boat (pirates)</b> Show interest in different occupations (link to transport – doctors, policemen, bus drivers, spaceman etc) <b>(3-4 years)</b> Explore how things work <b>(3-4 years)</b> Talk about differences between materials and changes they notice <b>(3-4 years)</b> Explore and talk about different forces they can feel <b>(3-4 years)</b> Understand some important processes and changes in the world around them, including changing states of matter <b>(ELG)</b></p>	<p>Plant seeds and care for growing plants <b>(3-4 years)</b> Understand the key features of the life cycle of a plant and animal <b>(3-4 years)</b> Begin to understand the need to respect and care for the natural environment and living things <b>(3-4 years)</b> Explore the natural world around them, making observations and drawing pictures of animals and plants <b>(ELG)</b></p>
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				<p>about the differences they have seen in photos or experienced <b>(3-4 years)</b></p> <p>Understand key features of a life cycle of an animal <b>(3-4 years)</b></p> <p>Draw information from a simple map <b>(4-5 years)</b></p> <p>Understand the effect of changing seasons on the world around them <b>(4-5 years)</b></p>		
<b>Expressive Arts and Design</b>	Self portraits Pig faces	Bears – dough, paint,	Animals in dough, painting, collage,	Maps Junk modelling buildings Painting homes	Colour mixing Flowers and plants at school Still life	Boats Beach paintings
<b>Progression</b>	<p><b>Being Imaginative</b> Creating story maps, re-telling traditional stories, role play. I start to develop pretend play, pretending that one object represents another eg. Holding a wooden block to my</p>	<p><b>Creating with materials</b> <b>Making celebration cards, splatter painting, exploring collage, using clay to make diva lamps.</b> I can explore different materials, using all my senses to investigate them. I can manipulate</p>	<p><b>Being imaginative Collages, exploring different materials.</b> I can explore art materials for large and small scale art e.g. drawing, paint, sculpture <b>(3-4 years)</b> I can develop my own ideas for art <b>(4-5 years)</b></p>	<p><b>Creating with materials</b> <b>Easter cards, egg decorating.</b> I can use different art materials and am starting to refine my ways of creating art <b>(3-4 years)</b> I can tell others what my artwork is and</p>	<p><b>Being imaginative</b> <b>Kite making, designing paper aeroplanes.</b> I can use self- chosen materials to create my own ideas <b>(3-4 years)</b> I can talk about my artwork or designs-linked to some of the</p>	<p><b>Creating with materials</b> <b>Symmetrical butterflies, collage chicks.</b> I can use a range of art materials, joining and colour mixing purposefully and freely <b>(3-4 years)</b></p>

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	ear and pretending it is a phone <b>(birth-3 years)</b> Begin to develop complex stories using small world equipment like animals sets, dolls and dolls houses <b>(3-4 years)</b>	and play with different materials. <b>(birth – 3 years)</b> I can use different art materials and am starting to refine my ways of creating art <b>(3-4 years)</b>		signal key parts e.g. this is mummy, this is her hair etc. <b>(4-5 years)</b>	materials/ techniques I used <b>(4-5 years)</b>	I can explain what I have made I can talk about how I made it <b>(ELG)</b>
<b>Music</b>						
<b>Progression</b>	I enjoy and take part in action rhymes eg Twinkl, twinkl little star <b>(birth-3 years)</b> I can remember most of a song to sing <b>(3-4 years)</b>	I enjoy joining in with songs, rhymes and music <b>(3-4 years)</b> I know some popular songs and can sing them when supported by an adult <b>(4-5 years)</b>	I can make rhythmic sounds eg banging on a drum <b>(3-4 years)</b> I can sing well known songs alone or in a group, and match the pitch and melody <b>(4-5 years)</b>	I can remember a range of familiar songs <b>(3-4 years)</b>  I can play musical instruments with greater control and purpose <b>(4-5 years)</b>	I can sing, create and respond to music with instruments showing an understanding of pitch, melody and rhythm <b>(3-4 years)</b> I can sing a range of well known nursery rhymes and familiar songs <b>(4-5 years)</b>	I can sing on my own or in a group, increasingly matching the pitch and flowing the melody <b>(3-4 years)</b> I can perform songs, poems and rhymes alone and with others <b>(ELG)</b>
<b>Physical Development</b>	Getting changed Circle games <b>Leap into Life</b>	Dancing	Gymnastics	Dancing and games	Outside games	Team games Sports day
<b>Progression</b>	<b>Gym – balance</b> I can walk, run, jump and climb independently <b>(birth – 3 years)</b> I can skip, hop and stand on one leg <b>(3-4 years)</b>	<b>Beanbag skills (invasion)</b> Enjoy starting to catch, throw and kick balls <b>(birth-3 years)</b> Start taking part in some group activities which they make up	<b>Dance – animals, minibeasts</b> Skip, hop, stand on one leg and hold a pose <b>(3-4 years)</b> Progress towards a more fluent style of moving with	<b>Bats and balls at the circus (net games)</b> I can decide how to match my movements to the task eg run to play chase <b>(3-4 years)</b> Further develop and refine a range of ball	<b>Fun with quoits and cones (athletics)</b> I can make healthy choices <b>(3-4 years)</b> I can use large scale muscle movements <b>(3-4 years)</b>	<b>Turn Taking on Holidays (Strike and Field)</b> <b>Tennis, rounders and cricket – turn taking and spatial awareness</b>



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		for themselves or in teams <b>(3-4 years)</b>	developing control and grace <b>(4-5 years)</b>	skills, including throwing, catching, passing, kicking, batting and aiming <b>(4-5 years)</b>	Demonstrate strength, balance and coordination <b>(ELG)</b> Move energetically such as running, jumping, dancing, hopping, skipping and climbing <b>(ELG)</b> <b>PSE LINK:</b> Understand the importance of healthy food choices <b>(ELG)</b>	Match their developing physical skills to tasks and activities in the setting <b>(3-4 years)</b> Start taking part in some group activities which they make up for themselves or in teams <b>(3-4 years)</b> Negotiate space and obstacles safely, with consideration for themselves and others <b>(ELG)</b>  Games, team games Athletics  Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
<b>PSED (SMSC)</b>  <b>1 Decision (see more detailed 1decision)</b>	Sense of enjoyment and fascination in learning New experiences	Understanding consequences  Making friends	British Values: democracy, Laws  Exploring feelings	British Values: respect, tolerance  Keeping safe	Participation  Looking after ourselves	<b>Co-operation</b>  Changes

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This curriculum map has been written alongside to reflect the needs and abilities of the children who attend our school. Our curriculum changes to meet the needs and personal interests of children in our class. We aim to build upon children’s experiences through a varied, well-sequenced and exciting curriculum.

<i>breakdown separately)</i>						
<b>Progression</b>	<p><b>Keeping / staying safe – identifying risks to keep ourselves and others safe</b>  <b>Understand rules help to keep ourselves and others safe</b>                      I can separate happily from main carer <b>(birth-3 years)</b>                      I can follow rules and don’t always need adults support <b>(3-4 years)</b></p> <p><b>Keeping / staying healthy –developing an understanding of the importance of making healthy choices eg sleep, health, allergies, diet, screen time, germs, oral health</b>                      I can indicate when I am wet and soiled (if not toilet trained) <b>(birth-3 years)</b>                      I can manage my toileting needs eg going to the toilet and washing and drying my hands. <b>(3-4 years)</b></p> <p><b>Relationships – managing friendships and social interactions. Being aware of our own needs and having empathy for and understanding of others</b>                      I can play alongside other children in the setting <b>(birth-3 years)</b>                      I can talk with others to resolve conflicts (some adult help needed) <b>3-4 years</b></p>		<p><b>Being responsible – understand that sometimes we have to do things we don’t like doing. Developing a sense of responsibility</b>                      I can share or take turns with the support of an adult <b>(3-4 years)</b>                      I can take turns and share with my friends, taking turns and co-operating in play situations <b>(4-5 years)</b></p> <p><b>Feelings and emotions – understanding emotions, developing strategies for managing feelings, understanding that it is ok to ask for help</b>                      I can identify feelings using words like happy, sad and angry <b>(3-4 years)</b>                      I can stay calm in the face of frustration, I wait patiently, take turns tidy up after myself and am polite <b>(4-5 years)</b></p>		<p><b>Computing and on-line safety – understand the risks and know how to keep safe on-line</b>                      I can turn my attention away from my devise when a grown up asks me to take a break.                      I understand why it is important to take breaks and limit screen time.</p> <p><b>Our world - Understand similarities and differences. Identify people who help us in our local community. Respecting the local environment</b>                      I can talk about differences I have seen in people, places and communities <b>(3-4 years)</b>                      Knows similarities and differences between different religious and cultural communities in this country. <b>(ELG)</b></p> <p><b>Change and transitions – managing new experiences, taking on new challenges, building confidence, managing changes at home</b>                      I am starting to handle new experiences with more confidence <b>(3-4 years)</b>                      Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <b>(ELG)</b></p>	