

We are learning to....

Age 3-4 year old curriculum guidance

Age 4-5 year old curriculum guidance

Personal, Social & Emotional Development - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them. - Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas - Remember rules without needing an adult to remind them - See themselves as a valuable individual - Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge - Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity and Healthy eating	Communication and Language - Enjoy listening to longer stories and can remember much of what happens - Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door." - Understands 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use longer sentences of four to six words - Start a conversation with an adult or friend and continue it for many turns - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Use new vocabulary through the day - Articulate their ideas and thoughts in well-formed sentences - Engage in story times - Listen to and talk about stories to build - Uses new vocabulary in different contexts - Engage in non-fiction books	Physical Development - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills, Go up steps and stairs, or climb up apparatus, using alternate feet, Skip, hop, stand on one leg and hold a pose for a game like musical statues - Match their developing physical skills to tasks and activities in the setting Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - Use one-handed tools and equipment, for example, making snips in paper and scissors - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips - Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing – - Further develop and refine a range of ball skills including: throwing, catching, kicking, - Negotiate space and obstacles safely, with consideration for themselves and others		
Literacy - Understand the five key concepts about print: Print has meaning, Print can have different purposes, We read English text from left to right and from top to bottom, The names of the different parts of a book, Page sequencing - Develop their phonological awareness, so that they can: Engage in extended conversations about stories, learning new vocabulary, lap syllables in a word - Write some or all of their name - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense - Use and understand recently introduced vocabulary during discussions about stories, and during role play.	EYFS Curriculum Map Spring 1 – Jan'22 How to be a superhero!	Maths - Experiment with their own symbols and marks as well as numerals - Solve real world mathematical problems with numbers up to 5 - Compare quantities using language: 'more than', 'fewer than' - Understand position through words alone – - Discuss routes and locations, using words like 'in front of' and 'behind' - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' etc - Count beyond ten, Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers - Continue, copy and create repeating patterns		
Understanding the World - Explore how things work - Talk about the differences between materials and changes they notice - Continue developing positive attitudes about the differences between people - Compare and contrast characters from stories - Talk about members of their immediate family and community - Explore the natural world around them	Core Texts - Max - Charlie's Superhero Underpants - Super Daisy! - Supertato! - Elliot the Midnight Superhero 'Real Life superhero fireman book'	Cultural Capital enrichment, experiences, trips and visitors - Firefighter visit - Multicultural food & cooking equipment in the role play home corner	Expressive Art & Design - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park - Develop their own ideas and then decide which materials to use to express them - Respond to what they have heard, expressing their thoughts and feelings - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills - Develop storylines in their pretend play - Make use of props and materials when role playing characters in narratives and stories	
	Stunning Start Staff dressed up as Superheroes!	Marvellous Middle Superhero Fashion Parade	Fantastic Finish Superhero Party Firefighter visit	