

Early Years Curriculum Map, Prime Area of Learning: Communication and Language (CL)

Subject link	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
All subjects: Children must be able to understand listen and communicate in order to fully understand the world around them English	Stories and rhymes Speaking and Listening Role play	Stories and rhymes Speaking and Listening Role play	Speech link intervention Language link intervention Stories and rhymes Speaking and Listening Role play Extend role play to include own narratives Explore new vocabulary and using past and present tense Spring: Trip to Seven Stories book museum	
Literacy Reading	Letters and sounds phase 1 Sharing texts from Early Years book spine, current affairs and following children's interests			

w/t **Early Learning Goals** by the end of the Reception Year...

01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Early Years Curriculum Map, Prime Area of Learning: Physical Development (PD)

Subject link	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
Physical Education	Independent toileting skills	Managing my clothes: dressing and undressing Movement Program unit 1 Independent toileting skills	Managing my waterproof suits and my PE kit PE sessions Movement Program unit 1 and beyond Dance: "What's the time?" Gymnastics Spring: Pencil grip intervention Summer: Scissor skills intervention	
English: Writing	Funky fingers Playdough disco	Funky fingers Playdough disco	Funky fingers Spring and Summer: Hand writing sessions Summer: Use of hand writing books	
<p>Included in Rising 3's, Pre-School and Reception: How can I keep my body healthy? What happens to my body when I exercise? Continuous access to outdoor provision, focus gross motor skills, Squiggle while you Wiggle, Annual sports week activities and sports day (June) w/t Early Learning Goals by the end of the Reception Year...</p>				

04 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Early Years Curriculum, Prime Area of Learning: Personal, Social and Emotional Development (PSED)

Subject link	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
	Following risk assessments made by Pre-School	Making and following initial risk assessments	Transferring Pre-School risk assessments to Reception, telling children who are new to the school about these and enhance On-going: Learn OPAL rules and boundaries Spring: Getting Along intervention Summer: Attendance in assemblies, playing and rules for lower school yard	
Relationships and Sex Education Personal, Social and Emotional Education	Festivals around the world as they occur based on cultural capital of year group Cultural capital: Embracing the languages spoken by children in our setting and school Autumn 1 : Families, Friendships and Safe Relationships, Autumn 2: Respecting ourselves and others, money and work, Spring 1: Keeping Safe online, Digital Literacy, Link to Safer Internet day 9/02/21 and Childrens mental health week, Spring 2: Belonging to a community Summer 1: Physical and mental wellbeing, Keeping safe, Summer 2: Growing, changing and keeping safe.			

w/t **Early Learning Goals** by the end of the Reception Year...

06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Early Years Curriculum, Specific Area of Learning: Literacy

Subject link	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
Literacy (reading, writing, speaking & listening)	Focus: Speaking and listening Phonics, Letters and Sounds phase 1 Author's visit / world book day	Focus: Speaking, listening and reading Phonic, Letters and Sounds phases 1&2 Author's visit / world book day	Focus: Reading and writing Appreciation of literature: Seven Stories trip Author's visit / world book day Phonics Letters and Sounds phases 2-5 Spring and Summer: Hand writing sessions Summer term: Introduction of handwriting books, sentence writing	
<p>Included in Rising 3's, Pre-School and Reception: Early Years reading spine (See separate document), Guided / home reading books to match phonics phases, Songs, poems and nursery rhymes, Name writing through "This is me", Weekly visit to the school library, Talk for Writing</p>				

w/t **Early Learning Goals** by the end of the Reception Year...

09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Years Curriculum, Specific Area of Learning: Mathematics

Subject link	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
Mathematics: Number, Shape, Space and Measure	Focus: Number rhymes and stories Exposure to numbers during play	Understanding of numbers up to 6 then beyond up to 10 Recognising and forming numbers Counting forwards and backwards Ordering numbers Exploring 2D and 3D shapes	Deeper dive into numbers up to 10 then beyond up to 20 Reception Big Maths facts (CLIC / Learn it's) Recognising and forming numbers to 9 / Ordering numbers to 20 Counting and ordering numbers, More and less Addition and Subtraction Naming and exploring 2D and 3D shapes, property recognition Exploring Length, weight, capacity, time, pattern and money Problem solving Counting in 2's and 10's, Mental recall of number bonds Summer: Introduction of squared maths books Summer: Problem solving including doubling, halving and sharing	
<p>Included in Rising 3's, Pre-School and Reception: Songs, poems and rhymes to develop mathematical understanding of number, shape, space and measure</p>				

w/t **Early Learning Goals** by the end of the Reception Year...

11 Number: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

12 Shape, space and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Years Curriculum, Specific Area of Learning: Understanding the World (UW)

Subject	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
Religious Education	<p>Autumn 1: Let's find out about Harvest.</p> <p>Autumn 2: Let's find out about Divali, let's find out about the Christmas story</p> <p>Spring 1: Let's find out about the Bible</p> <p>Spring 2: Let's hear some stories about Jesus, let's find out about the Easter Story</p> <p>Summer 1: Let's find out about Christian Baptism</p> <p>Summer 2: Let's find out about Raksha Bandhan.</p>		<p>Autumn 1: Let's find out about Harvest in a church.</p> <p>Autumn 2: Let's find out about Shabbat, Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches</p> <p>Spring 1: Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib).</p> <p>Spring 2: Let's hear some stories Jesus told (lost Sheep, Lost Coin), Let's find out about Easter celebrations in churches</p> <p>Summer 1 and 2: Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas)</p>	
<p>Included in Rising 3's, Pre-School and Reception: Finding out about things that children of different cultures in the cohort respect and celebrate</p>				
Science	<p>Autumn: My body</p> <p>Spring: Who am I? (meeting a baby and different aged people from the community)</p> <p>Summer: Living things (linked to the farm trip), How things grow</p>	<p>Throughout Pre-School Scientific enquiries: Changes over time inc weather and seasons, growth of a baby, grouping and classifying</p> <p>Autumn: My body</p> <p>Spring: Who am I? (meeting the baby who visited last year-how have they changed?)</p> <p>Summer: Living things (linked to the farm trip), how things grow, how do plants and animals change over time?</p>	<p>Throughout Reception: -Introduction of objects children will use in science lesson into provision so that they are familiar with them as they progress through the school, Scientific enquiries: Changes over time inc weather and seasons, grouping and classifying</p> <p>Autumn: My body, w/s focus: <i>doing (following children's interests)</i></p> <p>Spring: who am I? How has the baby changed? How have they changed?), w/s focus: review (following children's interests)</p> <p>Summer: -Who am I? Meeting the baby who will now be a toddler Changes over time (linked to Great Northern Museum visit, w/s focus: plan (following children's interests)</p>	
Computing	Operating toys: turning on	Operating toys and technology: twisting and turning	Operating technology at home and school, selecting technology for a purpose	

		<p>On-going: Using technology as a research tool</p> <p>Skills Autumn: Taking photographs</p> <p>Skills Spring: Making videos</p> <p>Skills Summer: Scanning QR codes</p>	<p>NOS Autumn 1: Media, balance and wellbeing,</p> <p>NOS Autumn 2: Cyber bullying</p> <p>NOS Spring 1: My digital footprint and identity</p> <p>NOS Spring 2: Privacy and Security</p> <p>NOS Summer 1: News and Media Literacy</p> <p>NOS Summer 2: Online relationships, copyright, ownership</p> <p>Skills Autumn: Making a simple digital collage</p> <p>Skills Spring: Operating videos and touch screen games on an I-Pad</p> <p>Skills Summer: Making an advanced digital collage</p>	
<p>Included in Rising 3's, Pre-School and Reception: NOS Focus of Safer Internet Day: Self Image and Identity</p>				
History	Meeting a baby and people of a mix of ages	<p>Autumn: What do we celebrate at special times? (Remembrance Sunday, Bonfire Night, Christmas)</p> <p>Spring: Who am I? How has the baby changed?</p> <p>Summer: How do plants and animals change over time? Hall Hill farm trip</p>	<p>Autumn: What do we celebrate at special times? (Remembrance Sunday, Bonfire Nighth, Christmas) Why do we remember these? How was Christmas celebrated in the past?</p> <p>Spring: Who am I? How has the baby changed into a toddler? How have we changed since we were babies?</p> <p>Summer: Who am I? How have I changed since I started Tanfield Lea Primary School? How have some things changed beyond living memory (Trip to Great Northern Museum inc. Dinky Dino's workshop)</p>	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<p>Included in Rising 3's, Pre-School and Reception: Which time words can I use? Finding out about how things that I'm interested in change over time</p>				
Geography	Where do I live? What are the features	Autumn: Where do I live? What are the features of	Autumn: Where do I live? What are the features of my home, school, Tanfield Lea and Stanley?	Subject teaching within continuous,

	of my home and school?	Tanfield Lea? Spring: What jobs do people do in Tanfield Lea Summer: What are the Geographical features of a farm? Trip to Hall Hill Farm	Spring: Where do I live? What are the features of the North East of England? What jobs do people do in the North East of England? Summer: What are the features of our wider world beyond the North East of England? Trip to Great North Museum	enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
Included in Rising 3's, Pre-School and Reception: What happens in different seasons? What is happening in the world around?				

w/t **Early Learning Goals** by the end of the Reception Year...

13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

15 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early Years Curriculum, Specific Area of Learning: Expressive Arts and Design (EAD)

Subject	Taught in Rising 3's Year (some children)	Pre-School Year (most children)	Reception Year (all children)	
Art and Design	Introduce drawing, painting, printing, sculpture, textile and collage through children's interests and provision.	Continue to develop drawing, painting, printing, sculpture, textile and collage skills through children's interests and provision	Continue to develop drawing, painting, printing, sculpture, textile and collage skills through children's interests and provision Introduce children to range of illustrators from literacy book spine.	Subject teaching within continuous, enhanced and directed indoor and outdoor provision to embed skills and knowledge children will need to access the National Curriculum
<p>Included in Rising 3's, Pre-School and Reception: Self-portrait skills through "This is me", Introduction to different forms of 2D art and 3D art, Art exhibition / famous artists</p>				
Design and Technology	<p>Introduce children to a range of resources. Staff to model use of equipment safely.</p> <p>Children will have independent access to explore and experiment with: building blocks, boxes, tape, Pritt stick, scissors, paint brushes and playdough.</p>	<p>As Rising 3's plus children will also be encouraged (following staff modelling) to begin to join materials together to build and construct and change materials (pva- glue, string, buttons and craft materials).</p> <p>Autumn: My Home, Santa's Workshop Spring: The Community, Summer: The Farm, Den Building</p>	<p>Each term Reception will be introduced to a range of new tools, fixings and techniques specific to Design Technology. Staff will model how to use these safely.</p> <p>Autumn: Mobilo introduced into construction area, Disassembly area, Tools introduced: Screwdrivers, cross head, flat head, Philips, hand drill, screws. Spring: Planning sheets introduced into construction area Woodwork area, Tools introduced: hammer, saw, nails, Summer: Woodwork area, Tools introduced: Tape measure, ruler, Food Technology, Den building</p>	
<p>Included in Rising 3's, Pre-School and Reception: Throughout EYFS, children will learn key knowledge and skills to prepare them for the KS1 Design and Technology curriculum.</p>				
Music	<p>Autumn 1: Musical me! Phase 1 phonics</p> <p>Autumn 2: Nativity, phase 1 phonics,</p> <p>Spring 1: Music service, phase 1 phonics</p>	<p>Autumn 1: Musical me, Phase 1 phonics</p> <p>Autumn 2: Nativity, phase 1 phonics,</p> <p>Spring 1: Music service, phase 1</p>	<p>Autumn 1: Charanga- Me</p> <p>Autumn 2: Nativity</p> <p>Spring 1: Musical me</p>	

	<p>Spring 2: Musical me! Phase 1 phonics,</p> <p>Summer 1: Musical me! Phase 1 phonics,</p> <p>Summer 2: Musical me! Phase 1 phonics,</p>	<p>phonics</p> <p>Spring 2: Musical me! Phase 1 phonics,</p> <p>Summer 1: Musical me! Phase 1 phonics,</p> <p>Summer 2: Musical me! Phase 1 phonics,</p>	<p>Spring 2: Music service</p> <p>Summer 1: Charanga: Our world</p> <p>Summer 2: Musical Me!</p>	
<p>Included in Rising 3's, Pre-School and Reception: Songs and rhymes about topics of interest and time of year, Songs to embed rules and routines, We are musical!</p>				

w/t **Early Learning Goals** by the end of the Reception Year...

16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.