

Early Years Curriculum Map Spring 1



Who do you want to be?



Who do you want to be?

This half term our new topic is 'Who do you want to be?' Through this topic children will develop an understanding of people and communities, showing an interest in different occupations and ways of life. We will be considering the different jobs that people do to help us and what these jobs entail.

We will be using role play to explore how these jobs are carried out.

Communication and Language (CL)

In CL we will be:

Three- and Four-year-olds –

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a 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.”

Reception-

- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Prime Areas



Personal Social Emotional Development (PSED)

In PSED we will be:

Three- and Four-year-olds –

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- 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.

Reception-

- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.

Physical Development (PD)

In PD we will be:

Three- and Four-year-olds –

- 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.
- Use a comfortable grip with good control when holding pens and pencils.

Reception-

- Revising and refining the fundamental movement skills we have already acquired. Rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Combine different movements with ease and fluency.
- Develop the overall body strength, co-ordination, balance and agility.

Specific Areas



Mathematics (M)

In Maths we will be:

Three- and Four-year-olds –

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Make comparisons between objects relating to size, length, weight and capacity.

Reception-

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond 10.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.

Children accessing Year 1 Maths -

- Count within 20.
- Understand numbers 10-20.
- 1 more 1 less
- Using, estimating and comparing numbers to 20 on a number line.
- Comparing and ordering numbers to 20.
- Add by counting on within 20, finding and making numbers to 20.

Literacy (L)

In Literacy we will be:

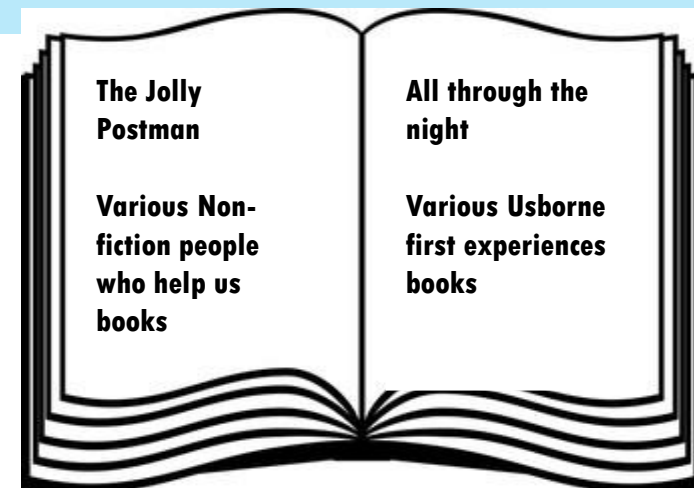
Three- and Four-year-olds –

- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Write some or all of their name.

Reception-

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Forming lower-case and capital letters correctly.
- Read a few common exception words matched to the school's phonic programme.

Our key texts are -



**The Jolly
Postman**

**Various Non-
fiction people
who help us
books**

**All through the
night**

**Various Usborne
first experiences
books**

Expressive Arts & Design (EAD)

In EAD we will be:

Three- and Four-year-olds –

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Reception-

- Develop storylines in their pretend play.
- Create collaboratively, sharing ideas, resources and skills.



Understanding the World (UW)

In UW we will be:

Three- and Four-year-olds –

- Show interest in different occupations.
- Explore how things work.
- Talk about what they see, using a wide vocabulary.

Reception-

- Recognise some similarities and differences between life in this country and life in other countries.
- Talk about member of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.



