

Termly planning will primarily stem from observations of children's ideas and interests during their play. The yearly overview outlines some of the things that the teacher anticipates will be covered in the each term. This is then added to for the following terms following weekly child initiated learning and reflections allowing the teacher to see what the children's next steps are and setting up opportunities within the classroom for them to achieve them.

	Autumn	Spring	Summer
Topic	<i>Ourselves</i>	<i>Growth and Change</i>	<i>Our World</i>
Visits	Beamish to see Santa	Farm Garden centre	Depending on children's interests from observations. (beach, museum, sea life centre etc)
Visitors	Doctor/nurse Dentist Fire brigade Police	Midwife New baby	Depending on children's interests from observations. (Animals, mini beasts, dinosaurs)
Celebrations	Halloween Harvest Festival Bonfire Night Christmas	Spring – new life Easter	Sports day Transition
RE	Myself Welcome Birthday	Celebrating Gathering Growing	Good News Friends Our World
PSED	<p><i>Making Relationships</i></p> <ul style="list-style-type: none"> • Making friends in class. • Playing cooperatively. • Forming good relationships with peers and familiar adults. <p><i>Self-Confidence and Self Awareness</i></p> <ul style="list-style-type: none"> • Choosing and using activities and resources in class with help. • Taking on the responsibility of carrying out small tasks. • Becoming more outgoing towards unfamiliar people and more confident in new social situations. • Being confident to talk to other children when playing. • Knowing who to ask if help is needed. 	<p><i>Making Relationships</i></p> <ul style="list-style-type: none"> • Listening to what others say and responding appropriately. • Explaining own knowledge and understanding, and asking appropriate questions of others. • Thinking about ways to solve conflicts with others. <p><i>Self-Confidence and Self Awareness</i></p> <ul style="list-style-type: none"> • Talking confidently about own needs, wants, interests and opinions. • Describing self in positive terms and talking about abilities. <p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> • Understanding that own actions affect other people. 	<p><i>Making Relationships</i></p> <ul style="list-style-type: none"> • Playing co-operatively, taking turns with others. • Taking account of one another's ideas about how to organise their activity. • Showing sensitivity to others' needs and feelings. <p><i>Self-Confidence and Self Awareness</i></p> <ul style="list-style-type: none"> • Confidently trying new activities, and Confidently speaking in a familiar group. • Talking about ideas, and choosing resources needed. • Asking for help when needed. <p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> • Talking about how they and others show feelings, talk about their own and others'

	<p><i>Managing Feelings and Behaviour</i></p> <ul style="list-style-type: none"> Classroom rules and school rules. Being aware of own feelings, and knowing that some actions and words can hurt others' feelings. Sharing resources and taking turns. 	<ul style="list-style-type: none"> Beginning to solve own problems. 	<p>behaviour, and its consequences.</p> <ul style="list-style-type: none"> Working as part of a group or class, and understanding and following the rules. Adjusting behaviour to different situations, and taking changes of routine in their stride.
<p>Communication and Language</p>	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> Listening one to one or in small groups. Listening to stories with increasing attention and recall. Joining in with rhymes and stories. Following instructions. <p><i>Understanding</i></p> <ul style="list-style-type: none"> Understanding the use of objects and tools in class. Understanding prepositions such as 'under', 'on', 'top', 'behind'. Responding to simple instructions. Understanding 'why' and 'how' questions. <p><i>Speaking</i></p> <ul style="list-style-type: none"> Using more complex sentences (e.g. <i>using and, because</i>). Retelling simple past events in correct order. Using talk to explain what is happening and anticipate what might happen next. Questioning why things happen and giving explanations. Using a range of tenses (e.g. <i>play, playing, will play, played</i>). Building up vocabulary. Using talk in pretending that objects stand for something else in play. 	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> Maintaining attention, concentrating and sitting quietly during activities Working on to channelled attention - listen and do for short span. <p><i>Understanding</i></p> <ul style="list-style-type: none"> Responding to instructions involving a two-part sequence. Understanding humour. Following a story without pictures or props. Listening and responding to ideas expressed by others in conversation or discussion. <p><i>Speaking</i></p> <ul style="list-style-type: none"> Extending vocabulary. Using language to imagine and recreate roles and experiences in play situations. Using talk to organise, sequence and clarify thinking, ideas, feelings and events. Introducing a storyline or narrative into play. 	<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Giving attention to what others say and responding appropriately, while engaged in another activity. <p><i>Understanding</i></p> <ul style="list-style-type: none"> Following instructions involving several ideas or actions. Answering 'how' and 'why' questions about their experiences and in response to stories or events. <p><i>Speaking</i></p> <ul style="list-style-type: none"> Expressing themselves effectively, showing awareness of listeners' needs. Using past, present and future forms accurately. Developing their own narratives and explanations by connecting ideas or events.
<p>Physical Development</p>	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> Moving freely and with pleasure and 	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> Experimenting with different ways of 	<p><i>Moving and Handling</i></p> <ul style="list-style-type: none"> Showing good control and co-ordination in

	<p>confidence in a range of ways.</p> <ul style="list-style-type: none"> • Running skilfully and negotiating space successfully • Catching a large ball. • Drawing lines and circles using gross motor movements. • Using one-handed tools and equipment. • Holding a pencil correctly and using it with good control. • Copying some letters, e.g. letters from their name. <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> • Understanding that equipment and tools have to be used safely. • Self-care – toileting and washing and drying hands. • Dressing with minimal help. 	<p>moving.</p> <ul style="list-style-type: none"> • Jumping and landing appropriately. • Playing racing and chasing games. • Travelling around, under, over and through balancing and climbing equipment. • Working on control over an object in pushing, patting, throwing, catching or kicking it. • Using simple tools safely and with control to effect changes to materials. • Showing preference for a dominant hand. Beginning to use anticlockwise movement and retrace vertical lines. • Beginning to form recognisable letters. • Using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed. <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> • Understanding healthy eating. • Understanding good practices with regard to exercise, eating, sleeping and hygiene. • Managing safety. • Transporting and storing equipment safely. 	<p>large and small movements.</p> <ul style="list-style-type: none"> • Moving confidently in a range of ways, safely negotiating space. • Handling equipment and tools effectively, including pencils for writing. <p><i>Health and Self-Care</i></p> <ul style="list-style-type: none"> • Knowing the importance for good health of physical exercise, and a healthy diet. • Talking about ways to keep healthy and safe. • Managing own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>Literacy</p>	<p><i>Reading</i></p> <ul style="list-style-type: none"> • Enjoying rhyming and rhythmic activities. • Listening and joining in with stories and poems, one-to-one and also in small groups. • Beginning to be aware of the way stories are structured. • Suggesting how the story might end. • Listening to stories with increasing attention and recall. • Describing main story settings, events and principal characters. • Recognising familiar words such as own name. • Looking at books independently and 	<p><i>Reading</i></p> <ul style="list-style-type: none"> • Continuing a rhyming string. • Hearing and saying the initial sound in words. • Segmenting the sounds in simple words and blending them together • Linking sounds to letters, naming and sounding the letters of the alphabet. • Beginning to read words and simple sentences. • Using vocabulary and forms of speech that are increasingly influenced by experiences of books. • Enjoying an increasing range of books. • Knowing that information can be retrieved 	<p><i>Reading</i></p> <ul style="list-style-type: none"> • Reading and understanding simple sentences. • Using phonic knowledge to decode regular words and read them aloud accurately. • Reading some common irregular words. • Demonstrating understanding when talking with others about what they have read. <p><i>Writing</i></p> <ul style="list-style-type: none"> • Using phonic knowledge to write words in ways that match their spoken sounds. • Writing some irregular common words. • Writing simple sentences - some words are spelt correctly and others are phonetically

	<p>handling them carefully.</p> <ul style="list-style-type: none"> Knowing that print carries meaning and, in English, is read from left to right and top to bottom. Letters and Sounds Phase 1-2. <p><i>Writing</i></p> <ul style="list-style-type: none"> Giving meaning to marks as they draw and paint. Letters and Sounds Phase 1-2. Writing own name. 	<p>from books and computers.</p> <ul style="list-style-type: none"> Letters and Sounds Phase 3-4 <p><i>Writing</i></p> <ul style="list-style-type: none"> Using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writing labels and captions. Attempting to write short sentences in meaningful contexts. 	<p>plausible.</p>
<p>Mathematics</p>	<p><i>Number</i></p> <ul style="list-style-type: none"> Using number names accurately in play. Reciting numbers in order to 10. Knowing that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Matching numeral and quantity correctly. Realising not only objects, but anything can be counted, including steps, claps or jumps. <p><i>Shape, Space and Measure</i></p> <ul style="list-style-type: none"> Using positional language. Showing interest in shape by sustained construction activity or by talking about shapes or arrangements. Talking about the shapes of everyday objects e.g. 'round' and 'tall'. Beginning to use mathematical names for 2D shapes. 	<p><i>Number</i></p> <ul style="list-style-type: none"> Recognising numerals 1 to 5. Counting up to three or four objects by saying one number name for each item. Counting actions or objects which cannot be moved. Counting objects to 10, and beginning to count beyond 10. Counting out up to six objects from a larger group. Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects. Counting an irregular arrangement of up to ten objects. Estimating how many objects and checking by counting them. Using the language of 'more' and 'fewer' to compare two sets of objects. Finding the total number of items in two groups by counting all of them. Saying the number that is one more than a given number. Finding one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Recording, using marks that they can 	<p><i>Numbers</i></p> <ul style="list-style-type: none"> Counting reliably with numbers from one to 20, Placing numbers 1-20 in order and saying which number is one more or one less than a given number. Using quantities and objects, adding and subtracting two single-digit numbers and counting on or back to find the answer. Solving problems, including doubling, halving and sharing. <p><i>Shape Space and Measure</i></p> <ul style="list-style-type: none"> Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognising, creating and describing patterns. Exploring characteristics of everyday objects and shapes. Using mathematical language to describe shapes.

		<p>interpret and explain.</p> <ul style="list-style-type: none"> • Beginning to identify own mathematical problems based on own interests and fascinations. <p><i>Shape Space and Measure</i></p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'at' 2D shapes, and mathematical terms to describe shapes. • Selecting a particular named shape • Describing their relative position such as 'behind' or 'next to'. • Ordering two or three items by length or height. • Ordering two items by weight or capacity. • Using familiar objects and common shapes to create and recreate patterns and build models. • Using everyday language related to time. • Beginning to use everyday language related to money. • Ordering and sequencing familiar events. • Measuring short periods of time in simple ways. 	
<p>Understanding the World</p>	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> • Showing interest in the lives of people who are familiar to them. • Remembering and talking about significant events in their own experience. • Recognising and describing special times or events for family or friends. • Showing interest in different occupations and ways of life. • Knowing some of the things that make them unique. <p><i>Understanding the World</i></p> <ul style="list-style-type: none"> • Developing an understanding of growth and changes over time. 	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> • Enjoying joining in with family customs and routines. <p><i>Understanding the World</i></p> <ul style="list-style-type: none"> • Looking closely at similarities, differences, patterns and change. <p><i>Technology</i></p> <ul style="list-style-type: none"> • Completing a simple program on a computer. • Using ICT hardware to interact with age-appropriate computer software. 	<p><i>People and Communities</i></p> <ul style="list-style-type: none"> • Talking about past and present events in their own lives and in the lives of family members. • Knowing that other children don't always enjoy the same things, and being sensitive to this. • Knowing about similarities and differences between themselves and others, and among families, communities and traditions. <p><i>Understanding the World</i></p> <ul style="list-style-type: none"> • Knowing about similarities and differences in relation to places, objects, materials and living things.

	<p><i>Technology</i></p> <ul style="list-style-type: none"> Using ICT hardware to interact with age-appropriate computer software. 		<ul style="list-style-type: none"> Talking about the features of the immediate environment and how environments might vary from one another. Making observations of animals and plants and explaining why some things occur, and talk about changes. <p><i>Technology</i></p> <ul style="list-style-type: none"> Recognising that a range of technology is used in places such as homes and schools. Selecting and using technology for particular purposes.
<p>Expressive Arts and Design</p>	<p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> Building a repertoire of songs and dances. Exploring the different sounds of instruments. Understanding that different media can be combined to create new effects. Manipulating materials to achieve a planned effect. Constructing with a purpose in mind, using a variety of resources. <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> Engaging in imaginative role-play based on own first-hand experiences. Capturing experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p><i>Exploring and using Media and Materials</i></p> <ul style="list-style-type: none"> Exploring what happens when they mix colours. Experimenting to create different textures. Using simple tools and techniques competently and appropriately. Selecting appropriate resources and adapting work where necessary. Selecting tools and techniques needed to shape, assemble and join materials they are using. <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> Creating simple representations of events, people and objects. Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choosing particular colours to use for a purpose. Introducing a storyline or narrative into their play. Playing alongside other children who are engaged in the same theme. Playing cooperatively as part of a group to develop and act out a narrative. 	<p><i>Exploring and Using Media and Materials</i></p> <ul style="list-style-type: none"> Singing songs, making music and dance, and experimenting with ways of changing them. Using and exploring a variety of materials, tools and techniques. Experimenting with colour, design, texture, form and function. <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> Creating simple representations of events, people and objects. Using what they have learnt about media and materials in original ways, thinking about uses and purposes. Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

St. Joseph's



Murton

EYFS Curriculum Mapping

Class 1 2018-2019

Mrs Martin

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