

Curriculum Map - Early Years Foundation Stage Brownsea Class 2009-2010

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Personal, Social and Emotional Development	<p>2b. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>3a. Form good relationships with adults and peers.</p> <p>3b. Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p> <p>5a. Dress and undress independently and manage their own personal hygiene.</p> <p>2c. Have a developing respect for their own cultures and beliefs and those of other people.</p> <p>6a. Understand that people have different needs, views, cultures and beliefs, that need to be</p>	<p>1a. Continue to be interested, excited and motivated to learn.</p> <p>1b. Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>1c. Maintain attention, concentrate, and sit quietly when appropriate.</p> <p>2a. Respond to significant experience showing a range of feelings when appropriate.</p>	<p>1c. Maintain attention, concentrate, and sit quietly when appropriate.</p> <p>2a. Respond to significant experience showing a range of feelings when appropriate.</p> <p>4a. Understand what is right, what is wrong, and why.</p> <p>4b. Consider the consequences of their words and actions for themselves and others.</p> <p>5b. Select and use activities and resources independently.</p>

	<p>treated with respect. 6b. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>		
--	---	--	--

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Communication Language and Literacy.	<p>1a. Interact with others, negotiating plans and activities and taking turns in conversation.</p> <p>1f. Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and thank you'.</p> <p>4a. Explore and experiment with sounds, words and texts.</p> <p>4d. Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>6a. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>1b. Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</p>	<p>1d. Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own songs, rhymes and poems.</p> <p>2a. Use language to imagine and recreate roles and experiences</p> <p>3a. Hear and say initial and final sounds in words, and short vowel sounds within words.</p> <p>4b. Retell narratives in the correct sequence, drawing on language pattern of stories.</p> <p>5b. Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p> <p>2b. Use talk to organise sequence and clarify thinking, ideas, feelings and events</p> <p>4c. Read a range of familiar and common words and simple sentences independently.</p> <p>4e. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and</p>	<p>2b. Use talk to organise sequence and clarify thinking, ideas, feelings and events.</p> <p>4c. Read a range of familiar and common words and simple sentences independently.</p> <p>4e. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.</p> <p>5a. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>1e. Extend their vocabulary, exploring the meanings and sounds of new words.</p> <p>3c. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>4e. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can</p>

	<p>1c. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</p> <p>3b. Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>4d. Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>5b. Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p>	<p>how.</p> <p>5a. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p>	<p>be found in non-fiction texts to answer questions about where, who, why and how.</p> <p>5c. Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</p>
--	--	---	--

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Problem solving, reasoning and numeracy	<p>1a. Say and use number names in order in familiar contexts.</p> <p>3a. Use language such as 'greater', 'smaller', heavier' or 'lighter' to compare quantities.</p> <p>3e. Use developing mathematical ideas and methods to solve practical problems.</p> <p>1b. Count reliably up to 10 everyday objects.</p> <p>1d. Use developing mathematical ideas and methods to solve practical problems.</p> <p>3b. Talk about, recognise and recreate simple patterns.</p> <p>3c. Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.</p>	<p>1c. Recognise numerals 1 to 9.</p> <p>1d. Use developing mathematical ideas and methods to solve practical problems.</p> <p>3a. Use language such as 'greater', 'smaller', heavier' or 'lighter' to compare quantities.</p> <p>2d. Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.</p> <p>3d. Use everyday words to describe position.</p> <p>3e. Use developing mathematical ideas and methods to solve practical problems.</p>	<p>2d. Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.</p> <p>3d. Use everyday words to describe position.</p> <p>3e. Use developing mathematical ideas and methods to solve practical problems.</p> <p>1d. Use developing mathematical ideas and methods to solve practical problems.</p> <p>2a. In practical activities and discussion begin to use the vocabulary in adding and subtracting.</p> <p>2b. Use language such as 'more' or 'less' to compare two numbers.</p> <p>2c. Find one more or one less than a number from one to 10.</p>

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Knowledge And Understanding Of the World	<p>1a. Investigate objects and materials by using all of their senses as appropriate.</p> <p>4a. Find out about past and present events in their own lives, and in those of their families and other people they know.</p> <p>6a. Begin to know about their own cultures and beliefs and those of other people.</p>	<p>1d. Ask questions about why things happen and how things work.</p> <p>3a. Find out about and identify the uses of everyday technology and use communication technology and programmable toys to support their learning.</p> <p>5a. Observe, find out about and identify features in the place they live and the natural world.</p> <p>5b. Find out about their environment, and talk about those features they like and dislike.</p>	<p>1c. Look closely at similarities, differences, patterns and change.</p> <p>2a. Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.</p> <p>5b. Find out about their environment, and talk about those features they like and dislike.</p> <p>1b. Find out about, and identify, some features of living things, objects and events they observe.</p> <p>1c. Look closely at similarities, differences, patterns and change.</p> <p>2b. Select the tools and techniques they need to shape, assemble and join materials they are using.</p>

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Physical Development	<p>1b. Move with control and co-ordination.</p> <p>2a. Recognise the importance of keeping healthy and those things which contribute to this.</p> <p>2b. Recognise the changes that happen to their bodies when they are active.</p> <p>3a. Use a range of small and large equipment.</p> <p>1a. Move with confidence, imagination and safety.</p> <p>1d. Show awareness of space, of themselves and of others.</p> <p>3a. Use a range of small and large equipment.</p>	<p>1c. Travel around, under, over and through balancing and climbing equipment.</p> <p>1d. Show awareness of space, of themselves and of others.</p> <p>3a. Use a range of small and large equipment.</p> <p>1c. Travel around, under, over and through balancing and climbing equipment.</p> <p>1d. Show awareness of space, of themselves and of others.</p> <p>3a. Use a range of small and large equipment.</p>	<p>1c. Travel around, under, over and through balancing and climbing equipment.</p> <p>1d. Show awareness of space, of themselves and of others.</p> <p>3a. Use a range of small and large equipment.</p> <p>1a. Move with confidence, imagination and safety.</p> <p>3a. Use a range of small and large equipment.</p> <p>3b. Handle tools, objects, construction and malleable materials safely and with increasing control.</p>

	Autumn	Spring	Summer
Term 1	'This is me' Harvest (food).	Winter, Toys, Chinese New Year, Imaginary worlds and Fairy Tales	People who help us, Journeys (transport)
Term 2	Autumn, Teddy Bears, Celebrations	Spring, Environments	Minibeasts, summer, water
Creative Development	<p>1a. Respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a. Recognise and explore how sounds can be changed, sing simple songs from memory,</p> <p>1b. Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.</p> <p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a. sing simple songs from memory, recognise repeated sounds and sound patterns</p>	<p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> <p>4a. Use their imagination in art and design, music, dance, imaginative and role-play and stories.</p> <p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> <p>4a. Use their imagination in art and design, music, dance, imaginative and role-play and stories.</p>	<p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a. Recognise and explore how sounds can be changed, sing simple songs from memory</p> <p>4a. Use their imagination in art and design, music, dance, imaginative and role-play and stories.</p> <p>1a. Respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p>2a. Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>3a., sing simple songs from memory, match movements to music.</p>