



## Saint Monica's RC EYFS Curriculum Map - Specific Areas

Saint Monica's RC EYFS Curriculum Map - Specific Areas			
<b>Literacy</b>	Nursery	Reception	ELG
See separate plan			
<b>Mathematics</b>	Nursery	Reception	ELG
See separate plan			
<b>Understanding the World</b>	Nursery	Reception	ELG
<b>Aims - History</b>	Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	<b>Past and Present</b> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Provision</b>	Continuous provision – role play 'Home corner' and books. All about ME booklets at transition – PSHE – circle time, story time, show and tell, tapestry inputs from family, birthday celebrations, snack time, topic work <b>Topic links – All about me, Christmas</b>	Continuous provision- role play 'Home corner' & books. Circle time, snack time, show and tell, discussions – topic work <b>Topic links – Me and My Community, Dangerous Dinosaurs, Long ago.</b>	
<b>Aims – Religion</b>	Continue developing positive attitudes about the differences between people.	Understand that some places are special to members of their community.	<b>People, culture, communities</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
<b>Provision</b>	Continuous provision – role play 'Home corner' and books. All about ME booklets at transition – PSHE – circle time, story time, show and tell, tapestry inputs from family, birthday celebrations, snack time, topic work, jigsaws <b>Topic links – Chinese New Year Holi Eid</b>	Continuous provision – role play 'Home corner' and books. All about ME booklets at transition – PSHE – circle time, story time, show and tell, tapestry inputs from family, birthday celebrations, snack time, topic work, jigsaws <b>Topic links – Shevat Diwali</b>	

	<i>Come and See Curriculum</i>	<i>Come and See curriculum</i>	
<b>Aims – Geography</b>	Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.  Draw information from a simple map. Understand that some places are special to members of their community.	<b>People, culture, communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>Natural World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
<b>Provision</b>	Continuous provision – book areas, role play and display work. Adults model key questions to encourage engagement in their environment and the natural world. Children look at/devise/use simple maps linked to texts and their topic work. Develop an awareness of looking after the environment through Ladauto Si. Children learn about seasons changing and the weather through outdoor provision and topics.  <i>Topic links-Winter wonderland (Polar), People who help us, Beaches and holidays</i>	Continuous provision – book areas, role play and display work. Adults model key questions to encourage engagement in their environment and the natural world. Children look at/devise/use simple maps linked to local environment, texts and their topic work. Develop an awareness of looking after the environment through Ladauto Si. Children compare climates and environments on world maps and globes. Children learn about seasons changing and the weather through outdoor provision and topics.  <i>Topic links – Me and my Community, Starry night(space), Pirates, Big Wide World, Ready steady Grow</i>	
<b>Aims – Science</b>	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Provision</b>	Continuous provision role play area and books linked to themes. Adult modelling questions and thinking aloud to stimulate thoughts on growth and change. Outdoor play – questions and discussions on changing seasons, weather patterns (changes to trees and plants during autumn to spring) Pupils help maintain the gardens planting and harvesting to experience new life as well as learning about animals, their young and naming parts of the body. Nature	Continuous provision role play area and books linked to themes. Adult modelling questions and thinking aloud to stimulate thoughts on growth and change. Outdoor play – questions and discussions on changing seasons, weather patterns (changes to trees and plants during autumn to spring) Pupils help maintain the gardens planting and harvesting to experience new life as well as learning about animals, their young and naming parts of the body. Nature area/mud kitchen	

	<p>area/mud kitchen provides natural environment with hands on experience and discussion opportunities. Children are taught appropriate knowledge and skills and explore through the use of all senses.</p> <p><b>Topic links – Colours of the Rainbow, All Seasons, Winter wonderland, Beaches, Lifecycles,</b></p>	<p>provides natural environment with hands on experience and discussion opportunities. Children are taught appropriate knowledge and skills and explore through the use of all senses.</p> <p><b>Topic links – Exploring Autumn, Starry Night (Space), Dangerous Dinosaurs, splash, Healthy living, Ready Steady Grow</b></p>	
<b><u>Expressive Arts and Design</u></b>	Nursery	Reception	ELG
<b>Aims – Design and Technology</b>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
<b>Provision</b>	<p>Children explore a range of materials in the construction (indoors and outdoors) &amp; creative areas as part of continuous provision to develop the skills of joining, shaping, stacking and balancing etc. Adults model the skills with in the areas.</p> <p><b>Topic Links – Traditional Tales</b></p> <p><b>Marvellous Machines</b></p>	<p>Children explore a range of materials in the construction (indoors and outdoors) &amp; creative areas as part of continuous provision to develop the skills of joining, shaping, stacking and balancing etc. Adults model the skills with in the areas.</p> <p><b>Topic links – Exploring Autumn, Starry Night, Ready Steady Grow</b></p>	
<b>Aims - Art</b>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour-mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
<b>Provision</b>	<p>Continuous provision – creative areas – daily access to a range of art materials and tools. Adult modelling of using equipment correctly and selecting appropriate colours for painting or materials for 3D work. Adult models drawing maps/design plans for construction etc and painting, including how to mix colours together linked to seasons and Colour and Me, Holi</p> <p>Children explore shape, texture and printing as part of the Christmas topic.</p> <p><b>Artists linked to topics – Kandinski/ Mondrian (Shape)</b></p> <p><b>Andy Goldsworthy – Autumn/Spring</b></p> <p><b>Van Gogh - Sunflowers (alternate years)</b></p> <p><b>Eric Carle - illustrator</b></p>	<p>Continuous provision – creative areas – daily access to a range of art materials and tools. Adult modelling of using equipment correctly and selecting appropriate colours for painting or materials for 3D work. Adult models drawing maps/design plans for construction.</p> <p>Topics – Diwali shapes and colour in art</p> <p><b>Artists linked to topics – Van Gogh – Starry Night</b></p> <p><b>Graffiti Art –</b></p> <p><b>Francis Lennon – Me and my Community</b></p>	

<b>Aims - Music</b>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Being imaginative and Expressive</b> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>
<b>Provision</b>	<p>Indoor and outdoor musical instruments for children to explore through continuous provision. Daily songs and rhymes. Clapping rhythms to rhymes, syllables in names and other familiar words. Body percussion, environmental sounds and voice sounds explored daily. Chinese music explored through new Year work. Charanga music scheme.</p>	<p>Indoor and outdoor musical instruments for children to explore through continuous provision. Daily songs and rhymes. Clapping rhythms to rhymes, syllables in names and other familiar words. Body percussion, environmental sounds and voice sounds explored daily. Charanga music scheme.</p>	
<b>Aims – Dance</b>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.(Physical Development)</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. (Physical Development)</p>	<p><b>Being Imaginative and Expressive</b> Try to move in time with music</p> <p><b>Gross Motor Skills</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>Provision</b>	<p>Dance and actions linked to songs and rhymes played daily in the classroom. <b>Topic - Children learn a lion dance linked to Chinese New Year.</b></p>	<p>Taught dance lessons with class teacher covers fundamental skills and dance. Dance and actions linked to songs and rhymes played daily in the classroom. PE Passport units <b>Topic – Celebration and festivals</b></p>	

<b>Aims – Drama</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>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.</p>	<p>Develop storylines in their pretend play.</p>	<p><b>Creating with Materials</b> Make use of props and materials when role playing characters in narratives and stories</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p>
<b>Provision</b>	<p>Continuous provision – role play, reading areas and small world where adult models language and stories based upon the texts in nursery. Children are encouraged to retell stories using props eg masks, puppets, which they create to enhance their understanding of the texts.</p>	<p>Continuous provision – role play, reading areas and small world where adult models language and stories based upon the texts in nursery. Children are encouraged to retell stories using props eg masks, puppets, which they create to enhance their understanding of the texts.</p>	
<b>Aims – computing</b>	<p>Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing</p>	<p>Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing</p>	<p>NO SPECIFIC ELG but evidenced across all ELG’s</p>
<b>Provision</b>	<p>Adult modelling of playing and exploring the toys and resources as part of continuous provision. Children use desk tops, ipads and IWB to play simple games, create pictures and use educational apps. Children are taught and supported to find information on the internet using computers ipad as part of their learning. Adult models and support children using simple programmable and remote control toys. Children use ipads to take pictures, videos and record their learning. Children have opportunities to explore old mechanical toys such as telephones and typewriters. Children use technology to listen to music and watch video clips to support their learning.</p> <p>Topic Links - Marvellous Machines</p>	<p>Adult modelling of playing and exploring the toys and resources as part of continuous provision. Children use desk tops, ipads and IWB to play simple games, create pictures and use educational apps. Children are taught and supported to find information on the internet using computers ipad as part of their learning. Adult models and support children using simple programmable and remote control toys. Children use ipads to take pictures, videos and record their learning. Children have opportunities to explore old mechanical toys such as telephones and typewriters. Children use technology to listen to music and watch video clips to support their learning.</p> <p>Topic links – Long Ago</p>	