



CLAYESMORE
PREP

2020-21 Curriculum Map for Maple Class – YR and Y1

These are long term plans drawn up for the start of the school year, therefore there may be some variation as the year progresses.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topics (subject to change in keeping with children's interests and needs) | Into the woods | The Owl who was afraid of the Dark | A wintery world | Marvellous machines | Jungles | It's a wonderful world! |
| YR Communication, language and literacy (40-60+ months leading to ELG) | <p>Using topic inspired texts in conjunction with other areas of their learning, the children will develop their skills in:</p> <ul style="list-style-type: none"> maintaining attention, concentrates and sits quietly during appropriate activity. two-channelled attention – can listen and do for short span understanding humour, e.g. nonsense rhymes, jokes following a story without pictures or props listening and responding to ideas extending their vocabulary, exploring the meaning and sounds of new words. using language to imagine and recreate roles and experiences linking statements and sticking to a main theme using talk to organise, sequence and clarify their thinking, ideas, feelings and events introducing a storyline or narrative into their play continuing a rhyming string. hearing and saying the initial sound in words segmenting the sounds in simple words and blending them together, and knowing which letters represent some of them linking sounds to letters, naming and sounding the letters of the alphabet reading words and simple sentences using vocabulary and forms of speech that are increasingly influenced by their experiences of books enjoying an increasing range of books and knowing that information can be retrieved from books and computers giving meaning to marks they make as they draw, write and paint beginning to break the flow of speech into words using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence writing own name and other things such as labels, captions attempting to write short sentences in meaningful contexts <p>Early learning goals:</p> <ul style="list-style-type: none"> 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 follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | | | | | |

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| | <ul style="list-style-type: none"> • 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. • 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 understanding when talking with others about what they have read. • 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 spelled correctly and others are phonetically plausible. <p>Children will have a daily phonics session</p> |
| <p>Numeracy (40-60+ months leading to ELG)</p> | <p>Number</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognise numerals 1 to 5. • Count up to three or four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Count objects to 10, and beginning to count beyond 10. • Count out up to six objects from a larger group. • Select the correct numeral to represent 1 to 5, then 1 to 10 objects. • Count an irregular arrangement of up to ten objects. • Estimate how many objects they can see and checks by counting them. • Use the language of 'more' and 'fewer' to compare two sets of objects. • Find the total number of items in two groups by counting all of them. • Say the number that is one more than a given number. • Find one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Record, using marks that they can interpret and explain. • Begin to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • count reliably with numbers from one 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. • solve problems, including doubling, halving and sharing. <p>Shape and Measure</p> <ul style="list-style-type: none"> • begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • select a particular named shape. • describe their relative position such as 'behind' or 'next to'. • order two or three items by length or height. • order two items by weight or capacity. • use familiar objects and common shapes to create and recreate patterns and build models. • use everyday language related to time. • begin to use everyday language related to money. • order and sequence familiar events. • measure short periods of time in simple ways. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • recognise, create and describe patterns. • explore characteristics of everyday objects and shapes and use mathematical language to describe them |
| <p>Knowledge and understanding of the world (40-60+ months leading to ELG)</p> | <p>People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • talk about past and present events in their own lives and in the lives of family members. • know that other children don't always enjoy the same things, and are sensitive to this. • know about similarities and differences between themselves and others, and among families, communities and traditions. |

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| | <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment • Looks closely at similarities, differences, patterns and change. • know about similarities and differences in relation to places, objects, materials and living things. • talk about the features of their own immediate environment and how environments might vary from one another • They make observations of animals and plants and explain why some things occur, and talk about changes <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • recognise that a range of technology is used in places such as homes and schools. • select and use technology for particular purposes. <p>Climate, weather and seasons are discussed on a daily basis with the children. Children will discover the meaning behind, and the history of celebrations, hear a number of Bible stories, and learn that there are different cultural attitudes, beliefs and different places of worship. Forest school sessions happen once a week with a specialist outdoor education practitioner</p> |
| <p>Expressive Arts and Design (40-60+ months leading to ELG)</p> | <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • sing songs, make music and dance, and experiment with ways of changing them. • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • use what they have learnt about media and materials in original ways, thinking about uses and purposes. • represent their own ideas, thoughts and feelings through design and technology, art, music,dance, role play and stories. |

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| <p>PSED (40-60+ months leading to ELG)</p> | <p>Children will have 2 music sessions a week with a specialist music teacher</p> <p>Making relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about their own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. • confident to try new activities, and 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. • 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 the rules. • They adjust their behaviour to different situations, and take changes of routine in their stride. |
| <p>British Values</p> | <p>Through PSED and PSHE, children are also taught the fundamentals of British Values:</p> <p>Democracy: making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p> <p>Rule of law: understanding rules matter . We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. A focus on self-confidence & self-awareness and people & communities, children develop a positive sense of themselves.</p> <p>Individual Liberty: We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</p> <p>Respect and Tolerance: implicitly embedded in the Early Years Foundation Stage Curriculum. The children are taught mutual respect and tolerance: treat others as you want to be treated. This forms part of the focus on people & communities, managing feelings & behaviour and making relationships. We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Children learn about tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p> |
| <p>French</p> | <p>The whole of Pre-Prep will be learning French. They will be learning elementary language, how to meet and greet, all about themselves, colours and animals. We will be learning some songs and will also be learning a little about French culture.</p> |
| <p>Physical Development</p> | <p>Moving and handling</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. |

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| | <ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and self care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands the need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practice some appropriate safety measures without direct supervision. • Increased awareness of the importance of hand washing to prevent the spread of infection • Catch it, bin it, kill it! <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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. • know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p>Children have 2 specialist PE lessons per week and one swimming lesson. Increased awareness of hygiene due to COVID -19 will be actively encouraged and monitored.</p> |
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| PE | <u>Physical Development</u> | | | | | |
| | <ul style="list-style-type: none"> - Use running jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate and apply principles suitable for attacking and defending (football, rugby, hockey, netball, cricket, rounders and tennis). - Develop flexibility, strength, technique, control and balance (athletics and gymnastics) - Perform dance using a range of movements - Take part in outdoor adventurous activities (forest school, orienteering) - Compare performance with previous ones and demonstrate improvement to achieve personal best | | | | | |
| | Gym Football | Hockey Dance | Gym Games for understanding | Rugby Multi-skills | Athletics Tennis | Cricket/ Rounders Athletics |
| Swimming also runs weekly throughout the academic year | | | | | | |

Please note - some PE activities may need to change due to Covid-19 restrictions