

HILDEN GRANGE EARLY YEARS



Intent: We offer a rich, diverse curriculum filled with memorable experiences. Our stimulating environment provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation: We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read, Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Nature Explorer sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive weekly information letters to inform them of what their child is learning. Parents will be using *Arc Pathway* to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Hilden Grange
EYFS Curriculum Map 2023-2024

		Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Topic		Autobiographies	Autobiographies	Being Me in My World	Super Me	All Creatures Great and Small	Growth and Change
Suggested Texts		Stevie Wonder – Musician – American Frida Kahlo – Artist – Mexican Marie Curie – Scientist – Poland Rudolf Nureyev – Ballet Dancer – Soviet Union Zaha Hadid – Architect – Iraqi Pele – Footballer – Brazil	Louis Braille – Six Dots Katherine Johnson – NASA Mathematician David Attenborough	Unplugged – Steve Anthony Clucken Chicken - Jeanne Willis and Tony Ross Conor Crowe can't let go - Howard Pearlstein Old McDonald had a phone - Jeanne Willis and Tony Ross Troll Stinks - Jeanne Willis and Tony Ross	From my head to my toes what I say goes - Charlotte Barkla Powerful you - Kate Jane Neal Mothers' Day - I've loved you since forever - Hoda Kotb Klyde the Kraken wants a friend - Brooke Hartman Easter – The Easter Story	The Bad-Tempered Ladybird – Eric Carle The Very Hungry Caterpillar – Eric Carle Superworm – Julia Donaldson We're Going on a Bear Hunt – Michael Rosen/We're Going on a Lion Hunt – David Axtell Meerkat Mail – Emily Gravett	George and Flora's Secret Garden The Magical Garden of Claude Monet – Laurence Anholt Oliver's Vegetables – Vivian French Jasper's Beanstalk – Nick Butterworth House for a Hermit Crab - Eric Carle Dear Greenpeace – Simon James
Visitors/Trips/Events		Reception – Kent Life	Halloween – pumpkins – 31 st October Fireworks/Diwali Remembrance Day – November 13 th St. Andrews Day – November 30 th Christmas	Science Dome New Year Chinese New Year – February 10 th Valentine's Day	Reception – Drusillas Mothers' Day	Reception – Hastings	Wild Zoo
Personal, Social and Emotional Development	Jigsaw	Being me in my World	Celebrating Differences	Relationships	Changing Me	Dreams and Goals	Healthy Me
These skills will develop as stepping stones rather than by terms	Language of Learning – Responsibility, Challenge, Perseverance, Communication, Positivity, Confidence						
	Nursery	Separating from main carer with support and encouragement from a familiar adult Explore new environment with support Building relationships with adults and peers	Playing in a group alongside others Extending a play idea Talking to others in play Selecting and using resources independently To become aware of their emotions	Playing with increasing confidence on their own and alongside other children Extending a play idea Talking to others in play Inviting others to play To make their own choices in play	Listening to others and finding ways to resolve conflicts Initiating conversation Applying new vocabulary in their play To express a range of emotions and show these in their drawings	Explaining own understanding Make comments about their learning Extend and elaborate play with others To show sensitivity to their own and others needs and feelings	Playing co-operatively Taking turns Incorporating the ideas of others in play Talk about their learning and reflect on what helps them to persevere through difficulties

Hilden Grange
EYFS Curriculum Map 2023-2024

		Selecting and using resources with support if needed Explore a range of feelings using visuals and props		To talk about their feelings <i>e.g. I am sad because . . .</i>	To explore the feelings of others	To talk about feelings of characters in stories	Increase vocabulary to describe feelings <i>e.g. angry, worried</i> Demonstrate the increasing ability to talk about the strategies they use to manage their emotions
	Reception	Adapting to new routines and rules Building relationships with adults and peers Selecting and using resources Explore a range of feelings using visuals and props	Listening to others and finding ways to resolve conflicts Initiating conversation Explaining own understanding Asking questions	Playing co-operatively Taking turns Incorporating the ideas of others in play Thinking of others when making choices	Begin to play group games	Showing resilience and perseverance in the face of challenge	Understanding what bullying is Play group games with rules Resolve disagreement and come up with solutions
Letter-join Programme/Write Dance/Dough Disco							
Physical Development	Nursery	Taking care of personal hygiene needs independently Show independence with eating and drinking Begin to show a preference for a dominant hand Climb apparatus safely using alternate feet Begin to show awareness of moving equipment safely with peers	Independently put on coats, with support for the zip and buttons Copy dance moves and move to different kinds of rhythms Use mark making resources with increasing independence	Fine motor activities e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. Mark make in sensory trays and also copy different patterns Move in different ways, e.g. climbing, running, jumping in order to develop gross motor skills Hold jugs and containers confidently and pour from one	Mark make using a comfortable grip when using pencils and pens Use clockwise and anticlockwise movement Retrace vertical lines	Begin to form numbers and familiar letters, e.g. letters in their name Use balancing apparatus	Use a dominant hand Form letters in name Secure in holding a pencil, generally using tripod grip Confidently use scissors and other tools safely Feed paper/materials through hand when cutting around objects Move confidently in a range of ways avoiding obstacles

Hilden Grange
EYFS Curriculum Map 2023-2024

				container into another Awareness of healthy food choices and impact on our body			
	Reception	Use a dominant hand Form some recognisable letters Use scissors confidently and make straight, zig zag and circular snips using one hand Use climbing equipment safely and competently Negotiate space Effectively Begin to cross mid-line	Use scissors effectively Form an increasing number of recognisable letters Show good practice with regard to exercise, eating, sleeping and hygiene Cross mid-line with increasing accuracy	Accuracy and care when drawing Use a pencil effectively to form recognisable letters, most of which are formed correctly Use a range of small tools	Accuracy and care when drawing Use a pencil effectively to form recognisable letters, most of which are formed correctly Use a range of small tools	Form letters and numbers correctly Discuss healthy foods	Show good control and coordination in large and small movements Handle a range of equipment and tools effectively
CLL	Nursery	Talk about characters both real and imaginary Talk about themselves and family Develop communication that can be understood by others Listen to traditional stories and retain key vocabulary	Listen to and follow simple instructions Listen to different Nursery rhymes and to join in, singing words confidently and clearly	Talk about celebrations at home Listen to stories on celebrations e.g. Diwali, Christmas, Chinese New Year and talk about them and why they are celebrated	Understand simple instructions, questions and commands	Express ideas and feelings about their experiences	Begin to use a wide range of vocabulary in the correct context Talk in short sentences Answer questions and share opinions using relevant vocabulary
	Reception	Talk about themselves and others Speak about a range of texts Describe features of traditional stories and	Sequence familiar rhymes and say what happens next	Compare different festivals Make comments about their observations	Describe familiar texts with detail and using full sentences Begin to talk about why things happen using new vocabulary learnt	Ask questions about familiar aspects of their environment and their learning Make comments about their observations	Label and sort living things Order a range of life-cycles Describe habitats Recall a range of facts

Hilden Grange
EYFS Curriculum Map 2023-2024

		use these e.g. <i>Once upon a time</i> Character and setting Structure of stories Retell familiar stories Know that stories have a beginning, a middle and an end					Engage in meaningful conversation with others Express views/ideas Use a range of vocabulary Follow a sequence of instructions
Phonics	Nursery	Phase 1: General sound discrimination (environmental, instrumental, body percussion), Rhyme and rhythm, Alliteration, Voice sounds, Oral blending and segmenting Read, Write, Inc. Set 1 sounds (a sound a week) Verbally segment and blend					
	Reception	Read, Write Inc. Set 1 Sounds <i>m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r</i>	Read, Write, Inc. Complete Set 1 Sounds <i>j, v, y, w, th, z, ch, qu, x, ng, nk</i>	Read, Write, Inc. Complete Set 2 Sounds <i>ou, oy</i> Alphabet – Letter names Ditties Introduce Set 2 Sounds <i>ay, ee, igh, ow, oo (long) oo (short), ar, or, air, ir, ou, oy</i>	Read, Write, Inc. Set 3 Sounds (split digraphs) <i>a-e, i-e, o-u, u-e</i> Securing all sounds taught Polysyllabic words	Read, Write, Inc. Set 3 sounds <i>ire, ear, ure</i> Securing all sounds taught Polysyllabic words	Securing all sounds taught Polysyllabic words
<i>(Phonics is taught fluidly and adapts according to the needs of the cohort – some children may progress further in the scheme)</i>							
Literacy	Nursery	Clap out syllables in words Listen to songs and stories containing rhymes Building vocabulary – word of the week Recognising names – self-registration/pegs Mark make and identify their marks	Find and identify familiar letters Begin to explore initial sounds in familiar words and environment Features of books – fiction and non-fiction Author and illustrator Know that stories have a sequence – beginning, middle, end	Begin to attempt writing familiar letters e.g. letters in their name Find and identify familiar letters	Mark make and give meaning to their marks Identify pictures linked to Read, Write, Inc. sound Begin to form some letters correctly e.g. letters in their name	Identify some sounds during oral blending games Begin to make predictions about a story supported by an adult with vocabulary Talk about different parts of a story	Begin to identify initial sounds and blend familiar CVC words Begin to segment sounds in CVC words Independently make predictions about a story Mark make for a particular purpose and talk about marks

Hilden Grange
EYFS Curriculum Map 2023-2024

		Recognise familiar logs and labels within the environment Know that text has meaning and is read from left to right and top to bottom in English Parts of a book e.g. front cover, back cover, spine, pages	Join in with repeated refrains Know that letters are used to make up words				Engage in extended conversations about stories
	Reception	Clap out syllables in words Listen to songs and stories containing rhymes Building vocabulary – word of the week Recognising names – self-registration/pegs Listen to and hear initial sounds in familiar words as well as CVC words Listen to familiar stories and recall some facts Know that sentences are made out of words Capital letters and full-stops Write familiar words e.g. <i>I, the</i> Labels and captions	Listen to and hear sounds in CVC and CVCC words Anticipate what happens next in a story Write a simple sentence Expand use of regular high frequency words e.g. <i>was, to</i> Apply knowledge of phonics to own writing	Extend sentences <i>and, with</i> Question and exclamation marks Continue to expand use of regular high frequency words and Reception Common Exception Words	Develop sentence writing – using adjectives and a variety of starters Continue to expand use of regular high frequency words and Reception Common Exception Words	Write 2-3 sentences Check written work and make changes where necessary	Write a short paragraph made up of 3 or more sentences using capital letters, finger spaces and full-stops
Days of the Week/Months of the Year and language associated with time							

Hilden Grange
EYFS Curriculum Map 2023-2024

Maths	Nursery	<p>Explore simple composition of number through rhymes Sort objects by a variety of criteria Recite numbers to 3 Subitise small amounts of up to 3 objects Link numeral and quantity up to 3 Show 'finger numbers' up to 3 Solve real world mathematical problems up to 3 Say one number for each item in order: 1, 2, 3, 4, 5 Talk about shapes of everyday objects e.g. <i>round, tall</i> Show an awareness and name some 2D shapes using relevant mathematical language</p>	<p>Know and sing a selection of number rhymes Describes similarities and differences of quantities Recite numbers to 5 Subitise small amounts of up to 5 objects Link numeral and quantity up to 5 Show 'finger numbers' up to 5 Solve real world mathematical problems up to 5 Extend knowledge of 2D shapes</p>	<p>Identify patterns around them e.g. stripes on clothes, designs on rugs Compare quantities by 'more than', 'fewer than' and 'the same' Recite numbers to 6 Subitise small amounts of up to 6 objects Link numeral and quantity up to 6 Show 'finger numbers' up to 6 Solve real world mathematical problems up to 6 Show an awareness of positional language</p>	<p>Extend and create simple AB patterns Recite numbers to 7 Subitise small amounts of up to 7 objects Link numeral and quantity up to 7 Show 'finger numbers' up to 7 Solve real world mathematical problems up to 7 Make sensible comparisons between objects relating to size, length, weigh and capacity Describe a sequence of events accurately</p>	<p>Spotting and exploring errors in repeating patterns Count objects, actions and sounds Recite numbers to 8 Subitise small amounts of up to 8 objects Link numeral and quantity up to 8 Show 'finger numbers' up to 8 Solve real world mathematical problems up to 8 Begin to recognise basic 3D shapes in the environment</p>	<p>Explore, continue and create patterns (including AB, ABB and ABBC) Recite numbers to 9 Subitise small amounts of up to 9 objects Link numeral and quantity up to 9 Show 'finger numbers' up to 9 Solve real world mathematical problems up to 9 Cardinal principle – last number reached when counting is the total Count objects, actions and sounds Use vocabulary linked to describing size and distance Order 2-3 items by length or height</p>
	Reception	<p>Explore composition of number to 10 Find one more/one less than a number within 10 Find total number of items in two groups Form numerals 0 – 9 Recall 'finger' doubles Halving numbers from 10 Odd and even numbers</p>	<p>Recite numbers beyond 10 Explore composition of 'teen' numbers (place value) Subitise numbers to 10 Recall doubles to 7 Halving numbers beyond 10</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Count in 10's Place value of numbers to 30 Continue to develop Subitising numbers to 10 Recall doubles to 8</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Count in 2's Place value of numbers beyond 30 Counting irregular patterns Estimating Recall doubles to 9</p>	<p>Begin to count to 100, recognising the pattern of the number system Count in 5's Place value of numbers to 100 Estimating Recall doubles to 10 Arrays/groups of numbers Use a number line/100 square to solve problems Read and write number sentences Name a wide range of 2D and 3D shapes using the correct mathematical language</p>	

Hilden Grange
EYFS Curriculum Map 2023-2024

		<p>Know names of 2D shapes and describe their properties Introduce basic 3D shapes looking at nets and properties Use non-standard units to measure length, weight and capacity</p>	<p>Automatically recall number bonds for numbers 0-10 Explore and represent patterns within numbers to 10 Subtracting Expand knowledge of 2D shapes and their properties Expand knowledge of 3D shapes and their properties Use standard units of measurement for length, weight and capacity Measure time in simple ways</p>	<p>Sharing Compare quantities in different contexts using language of 'less than', 'greater than' and 'equal to' Constructing 2D and 3D shapes showing an awareness of their properties Compare and estimate measures Read o'clock time Record mathematical findings</p>	<p>Sharing Constructing 2D and 3D shapes showing an awareness of their properties Make observations and compare length, weight and capacity Read half past on an analogue clock</p>	<p>To estimate using measures</p>	
		<p><i>Throughout the year both in class and in assemblies, children celebrate festivals from around the world, recognising that people have different beliefs and celebrate in different ways.</i></p>					
Understanding the World	Nursery	<p>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Look at the changing seasons – Autumn/Winter Understand the past through settings and storytelling</p>	<p>Exploring self and families – celebrating differences Comparing festivals around the world and similarities and differences between them Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Look at the changing seasons – Spring Exploring self and families – celebrating differences</p>	<p>Look at the changing seasons – Summer Explore collections of materials using all senses Understand key features of the life cycle of a plant - sunflower Develop respect and care for the environment Plant seeds and care for growing plants Look at decay</p>	<p>Understand key features of the life cycle of animals <i>e.g. ducklings</i> Explore how to care for animals and the environment</p>

Hilden Grange
EYFS Curriculum Map 2023-2024

				Look at how technology is used at home and at school			
	Reception	<p>Discuss daily weather and seasons</p> <p>Understand changing states of matter</p> <p>Properties of materials and their purpose</p> <p>Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Autumn/Winter - changes in the environment</p> <p>Climate change</p> <p>Exploring changes in materials</p> <p>Understand the past through settings and storytelling</p>	<p>Explore electrical circuits and the range of technology used</p> <p>Exploring self and families – celebrating differences</p> <p>Comparing festivals around the world and similarities and differences between them</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Look at the changing seasons – Spring</p> <p>Exploring self and families – celebrating differences</p>	<p>Summer – changes in the environment</p> <p>Explore growth, change and decay in plants</p> <p>Life-cycle of a sunflower</p> <p>Grow vegetables <i>e.g. courgettes, pumpkins, beans</i></p> <p>Make observations and drawings of plants</p> <p>Compare different environments and how these are influenced by human activity <i>e.g. rainforests, polar regions, savannahs, British woodlands and countryside</i></p> <p>Recording our journey to the seaside</p> <p>Explore floating and sinking</p> <p>Plastic in oceans and the impact it has</p>	<p>Discuss endangered animals and extinction</p> <p>Caring for animals – hatch ducklings</p> <p>Life-cycle of a duck</p> <p>Identify how animals adapt to different environments</p>
Expressive Arts and Design	Nursery	<p>Explore one handed tools</p> <p>Experiment with a range of materials</p> <p>Colour mixing</p>	<p>Begin to understand how to use tools safely</p> <p>Use everyday materials to explore their ideas and interests</p>	<p>Explore a wider variety of materials and textures</p> <p>To show some control when operating tools</p>	<p>Explore joining methods</p> <p>To show an understanding that different materials/tools can be used in a range of ways</p>	<p>Develop their own ideas, such as deciding what materials they would like to use</p> <p>To create collaboratively, sharing ideas, resources and</p>	<p>Evaluating and adapting work with support</p> <p>Build on previous learning to refine ideas</p> <p>Use their increasing knowledge and understanding of tools</p>

Hilden Grange
EYFS Curriculum Map 2023-2024

			To explore the transformative effect of their action on materials		Choosing and using different materials for different effects	skills and to talk about the process/tools used	and materials to explore their interests and develop thinking
	Reception	Explore one handed tools Experiment with a range of materials Colour mixing	Design process – designing and making Exploring properties of materials.	Junk modelling – combining materials for a desired effect Explore a wider variety of materials and textures To show some control when operating tools	Explore joining methods To show an understanding that different materials/tools can be used in a range of ways Choosing and using different materials for different effects	Develop their own ideas, such as deciding what materials they would like to use To create collaboratively, sharing ideas, resources and skills and to talk about the process/tools used	Evaluating and adapting work with support Build on previous learning to refine ideas Use their increasing knowledge and understanding of tools and materials to explore their interests and develop thinking