



# CURRICULUM MAP

KG2	AUTUMN TERM
English	<p><b>Reading:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Recognising own name</li> <li>- Identifying some events and characters</li> <li>- Understanding 'who', 'what' and 'where' in simple questions</li> <li>- Sharing feelings and thoughts about the events in texts</li> <li>- Showing understanding of prepositions such as 'under', 'on top', 'behind' by</li> <li>- Carrying out an action or selecting the correct picture</li> <li>- Understanding the use of objects, e.g. What do we use to cut things?</li> <li>- Beginning to understand 'why' and 'how' Questions</li> <li>- Beginning to demonstrate awareness of the way stories are structured</li> <li>- Understanding more complex sentences, e.g. "put your toys away and then we'll read a book"</li> <li>- Hearing and saying the initial sound in words</li> <li>- Looking at books independently</li> <li>- Holding books the correct way up</li> <li>- Identifying some beginning sounds</li> <li>- Knowing print carries meaning</li> <li>- Innovating on familiar texts through play</li> <li>- Knowing the difference between fiction and non-fiction texts</li> <li>- Responding to instructions involving a two-part sequence</li> </ul> <p><b>Writing:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Beginning to use simple sentences with a widening range of vocabulary and some correct grammar when speaking</li> <li>- Beginning to use a variety of questions when speaking, e.g. who, what, where</li> <li>- Spoken language shows an awareness of word order</li> <li>- Beginning to use some common prepositions when speaking</li> <li>- Beginning to distinguish between singular and plural when speaking</li> <li>- Continuing a rhyming string orally</li> <li>- Retelling a simple past event in the correct order orally</li> <li>- Joining in repeating language in story or rhyme</li> <li>- Conveying meaning through gestures and talk</li> <li>- Speaking about matters of immediate interest and answers simple questions</li> <li>- Orally uses language as powerful means of widening contacts, sharing feelings, experiences, thoughts etc.</li> <li>- Asking questions to clarify meaning</li> <li>- Copying own name</li> <li>- Hearing and saying the initial sounds in words</li> <li>- Forming letters using the correct formation</li> <li>- Writing their own name using a capital letter</li> <li>- Linking sounds to letters</li> <li>- Representing known sounds by writing the correct letter down</li> <li>- Representing unknown words by writing the initial sound they can hear in a word. i.e., 'b' for 'book'</li> </ul> <p><b>Communication and Language:</b> <i>Students will be confident in:</i></p> <ul style="list-style-type: none"> <li>- Showing understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>- Beginning to understand 'why' and 'how' questions.</li> <li>- Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>



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	<ul style="list-style-type: none"> <li>- Questioning why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>- Using a range of tenses (e.g. play, playing, will play, played).</li> <li>- Building up vocabulary that reflects the breadth of their experiences.</li> <li>- Maintaining attention, concentrates and sits quietly during appropriate activity.</li> <li>- Two-channelled attention – can listen and do for short span.</li> <li>- Responding to instructions involving a two-part sequence.</li> <li>- Understanding humour, e.g. nonsense rhymes, jokes.</li> <li>- Ability to follow a story without pictures or props.</li> <li>- Listening and responding to ideas expressed by others in conversation or discussion.</li> <li>- Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Using language to imagine and recreate roles and experiences in play situations.</li> <li>- Linking statements and sticks to a main theme or intention.</li> <li>- Using talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>- Introducing a storyline or narrative into their play.</li> </ul>
<b>Mathematics</b>	<p><b>Number and Numerical Pattern:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Understanding some language of quantities, more, a lot, not enough, too much</li> <li>- Selecting a small number of objects from a group when asked</li> <li>- Beginning to make comparisons between quantities</li> <li>- Splitting a small group of objects in different ways and recognises that the total is still the same</li> <li>- Recognising most / least</li> <li>- Knowing that numbers identify how many are in a set</li> <li>- Starting to match numeral and quantity correctly</li> <li>- Showing interest in number problems</li> <li>- Reading numbers 1-5</li> <li>- Subitising to 5</li> <li>- Counting to 10</li> <li>- Recognising more, less, same</li> <li>- Counting up to three or four objects by saying one number name for each item</li> <li>- Counting actions or objects, which cannot be moved</li> <li>- Using the language of 'more' and 'fewer' to compare two sets of objects</li> <li>- Recording using marks that they can interpret and explain</li> <li>- Identifying numbers that come before and after a given number up to 10</li> <li>- Counting forwards to 5, 10 and 20</li> <li>- Ordering numbers from 0-5, then 0-10</li> <li>- Forming digits from 0-9 correctly</li> <li>- Solving simple addition problems up to 10 using objects</li> <li>- Sharing a given number of objects up to 10, then 20, evenly</li> </ul> <p><b>Shape, Space and Measure:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Beginning to use language of size</li> <li>- Showing awareness of similarities of shapes</li> <li>- Beginning to use positional language: in, on, under, by next to, between</li> <li>- Selecting a named shape (triangle, square, circle, rectangle)</li> <li>- Using objects and shapes to build</li> </ul>
<b>Cross-Curricular Units</b>	<p><b>Personal, Social &amp; Emotional Development:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul>



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	<ul style="list-style-type: none"> <li>- Welcoming and values praise for what they have done</li> <li>- Enjoying responsibility of carrying out small tasks</li> <li>- Showing confidence in asking adults for help</li> <li>- Adapting behaviour to different events, social situations and changes in routine</li> <li>- Listening to what others say</li> <li>- Knowing what to do if another child is annoying them, for example, saying 'stop it! I don't like it'</li> <li>- Knowing how to resolve conflicts with other children and when it's appropriate to ask for adult help</li> <li>- Speaking about needs, wants, interests and opinions</li> <li>- Understanding that boundaries are set and how to follow them</li> <li>- Knowing that we have different behaviour expectations in different areas of the school and behaving accordingly</li> </ul> <p><b>Understanding the World:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Remembering and talking about significant events in their own experience</li> <li>- Talking about some of the things they have observed such as plants, animals, natural and found objects</li> <li>- Showing care and concern for living things and the environment</li> <li>- Identifying what makes them unique</li> <li>- Identifying differences between them and their friends and family</li> <li>- Identifying similarities, differences, patterns and changes</li> </ul> <p><b>Physical Development:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Observing the effects of activity on their bodies</li> <li>- Holding a pencil with the correct first two finger and thumb grip</li> <li>- Gaining greater control when using pencils</li> <li>- Begin to form recognisable letters</li> <li>- Using simple tools with great control, for example, scissors</li> </ul> <p><b>Expressive Arts and Design:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Using various construction materials</li> <li>- Joining construction pieces together to build and balance</li> <li>- Realising tools can be used for a purpose</li> <li>- Singing to self and makes up simple songs</li> <li>- Building stories around toys, e.g. farm animals needing rescue from an armchair "cliff"</li> <li>- Capturing experiences and responses with a range of media, such as music, dance and paint and other materials or words</li> <li>- Knowing a range of songs and dances</li> <li>- Creating simple representations of events and people through the use or role-play</li> <li>- Play cooperatively as part of a group to act out a story</li> <li>- Using simple tools and techniques, such as, scissors and paintbrushes</li> <li>- Manipulating materials to achieve different planned effects</li> <li>- Experimenting with different materials and tools to gain different textures</li> </ul>
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KG2	SPRING TERM
English	<p><b>Reading:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Knowing the foundational knowledge of predictable English sound-symbol relationships and some common letter patterns</li> <li>- Using some decoding skills (word by word) when reading unfamiliar English</li> <li>- Simple grammatical structures (nouns, verbs) using visual scaffolds</li> <li>- Identifying initial and final sounds of familiar words</li> <li>- Reading some high frequency and familiar words fluently and automatically</li> <li>- Knowing a small bank of sight words</li> <li>- Reading own writing to others</li> </ul>



## CURRICULUM MAP

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
  - Developing reading strategies including re-reading and reading on
  - Shows some awareness of punctuation marks, e.g. pausing at full stops
  - Describing the main story settings, events and principal characters
  - Making predictions
  - Making basic contextual predictions using cues or prompts
  - Knowing the difference between fiction and non-fiction texts
  - Understanding concepts about print and screen and knows some features of print
  - Developing meta-language to talk about basic language features, e.g. word, letter
  - Understanding that texts can take many forms and that stories and informative texts have different purposes
  - Using vocabulary and forms of speech increasingly influenced by experiences of books
- Writing: Students will become confident in:**
- Hearing a CVC word (consonant, vowel, consonant), sounding it out and writing down the corresponding sounds
  - Knowing some high frequency words as 'fast words' (words they can write down without needing to think about, for example, 'to')
  - Writing learned phrases and completes cloze activities around familiar language with contextual support
  - Assigning meaning to make making when drawing, writing or painting
  - Exploring, recording and reporting ideas using familiar words
  - Beginning to explore, record and report ideas using familiar words
  - Beginning to respond appropriately to prompt or stimulus
  - Providing explanation of what is written
  - Beginning to use 'wow' words
  - Forming sentence-like structures by chaining clauses together, e.g. series of ideas joined by repeated use of 'and'
  - Showing awareness of full stops and capital letters
  - Beginning to use formulaic phrases to indicate start/end of text, e.g. once upon a time, one day, the end etc.
  - Beginning to include descriptive language, e.g. colour, size, simple emotions etc.
  - Describing a character including at least one adjective
  - Describing a setting including at least one adjective
  - Including common everyday vocabulary
  - Including correct technical vocabulary
  - Communicating meaning through repetition of key words
  - Correctly spell high-frequency words
  - Making phonetically plausible attempts at non-CVC words with digraphs and double letters
  - Writing a sufficient number of recognisable words for writing to be readable
  - Writing low frequency and CVC words correctly. Makes phonetically plausible attempts at more complex words
  - Including spaces between words
- Communication and Language: Students will become confident in:**
- Responding to instructions involving a two-part sequence
  - Understanding humour (nonsense rhymes and jokes)
  - Demonstrating an awareness that sentences are key units for expressing ideas
  - Using sentences to link thoughts when speaking
  - Speaking using the appropriate tenses
  - Beginning to include connectives when speaking, e.g. because, and when etc.
  - Using 'ed' to signify past tense
  - Using talk to connect ideas, explain what is happening and anticipate what might happen next
  - Introducing a storyline or narrative into play
  - Using intonation, rhythm and phrasing to make the meaning clear to others when speaking
  - Using language to solve problems
  - Using oral language to imagine and recreate roles and experiences in play situations
  - Using talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'
  - Orally linking statements and sticks to a main theme or intention



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	<ul style="list-style-type: none"> <li>- Holding a conversation, jumping from topic to topic</li> <li>- Using oral vocabulary focused on objects and people that are of particular importance to them</li> <li>- Increasingly using spoken vocabulary that reflects the breadth of experiences</li> <li>- Using talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>- Orally recounting and describing past and present events</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number and Numerical Pattern:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Counting out a given number of objects up to 10, then 20</li> <li>- Counting forwards and backwards from 20</li> <li>- Giving out objects Fairly</li> <li>- Recognising numerals 1 to 5</li> <li>- Adding 1 (to 10) using appropriate vocabulary</li> <li>- Taking away 1 (to 10) using appropriate vocabulary</li> <li>- Finding the total number of items in tow groups by counting all of them</li> <li>- Separating a group of 3 or 4 objects in different ways and begin to recognise the total is the same</li> <li>- Using vocabulary '1 more or 1 less' in relation to a group of objects</li> <li>- Comparing 2 groups of objects, saying when they have the same number</li> <li>- Finding own mathematical problems</li> <li>- Saying which quantity is biggest, smallest, most, least, same and check by counting</li> <li>- Estimating how many objects they can see and check by counting them</li> <li>- Ordering 5-7 random numbers</li> <li>- Counting in irregular arrangements of up to ten objects</li> <li>- Finding one more or less from a group of ten objects</li> <li>- Knowing doubles up to 5</li> <li>- Knowing halving facts for 2,4,6,8,10</li> <li>- Adding two 1digit numbers and count on to find the answer</li> <li>- Subtracting two 1digit numbers and count back to find the answer</li> <li>- Using vocabulary involved in adding and subtracting</li> <li>- Solving problems including doubling and halving</li> <li>- Identify own mathematical problems based on own interest sand fascination</li> <li>- Beginning to subitising to 5</li> </ul> <p><b>Shape, Space and Measure:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Using more, fewer</li> <li>- Using soon, later, next, after</li> <li>- Selecting a named 2D shape</li> <li>- Using objects and shapes to build</li> <li>- Estimating how many</li> <li>- Recognising the days of the week</li> <li>- Sequencing familiar events</li> <li>- Using shapes or objects to recreate and extend patterns</li> <li>- Recognising the months of the year</li> <li>- Measuring short periods of time in simple ways</li> <li>- Ordering 2 or 3 items by length/height</li> <li>- Ordering 2 or 3 items by weight/capacity</li> <li>- Using mathematical names for 'solid' 3D shapes</li> <li>- Beginning to use mathematical terms to describe shapes</li> <li>- Creating and describing patterns</li> <li>- Beginning to use everyday language of UK money</li> <li>- Finding half of a set of objects</li> </ul>
<p><b>Cross-Curricular Units</b></p>	<p><b>Personal, Social &amp; Emotional Development:</b> <i>Students will become confident in:</i></p>



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	<ul style="list-style-type: none"> <li>- Understanding that own actions affect people, for example, becomes upset or tries to comfort another child when they realise they have upset them</li> <li>- Being able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul> <p><b>Understanding of the World: Students will become confident in:</b></p> <ul style="list-style-type: none"> <li>- Recognising and describing special times or events for family or friends</li> <li>- Joining in with family customs and routines</li> <li>- Talking about why things happen and how things work</li> </ul> <p><b>Physical Development: Students will become confident in:</b></p> <ul style="list-style-type: none"> <li>- Holding pencil near point between first two fingers and thumb and uses it with good control</li> <li>- Experimenting with different ways of moving</li> <li>- Jumping off an object and lands appropriately</li> <li>- Negotiating space successfully when playing racing and chasing games</li> <li>- Travelling with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>- Showing increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>- Using simple tools to effect changes in materials</li> <li>- Beginning to form recognisable letters</li> <li>- Eating a healthy range of foodstuffs and understands need for variety in food</li> <li>- Showing some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health</li> <li>- Showing understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>- Handling tools, objects, construction and malleable materials safely and with increasing control</li> <li>- Showing a preference for a dominant hand</li> <li>- Beginning to use anticlockwise movement and retrace vertical lines</li> <li>- Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Expressive Arts and Design: Students will become confident in:</b></p> <ul style="list-style-type: none"> <li>- Exploring the different sounds of instruments</li> <li>- Exploring what happens when they mix colours</li> <li>- Understanding that different media can be combined to create new effects</li> <li>- Constructing with a purpose in mind using a variety of resources</li> <li>- Initiating new combinations of movement and gesture in orders to express and respond to feelings, ideas and experiences</li> <li>- Choosing particular colours to use for a purpose</li> <li>- Introducing a storyline or narrative into their play</li> <li>- Playing alongside other children who are engaged in the same theme.</li> </ul>
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KG2	SUMMER TERM
English	<p><b>Reading: Students will become confident in:</b></p> <ul style="list-style-type: none"> <li>- Continuing a rhyming string of words.</li> <li>- Linking sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Reading short, decodable and predictable texts</li> <li>- Reading some common irregular words.</li> <li>- Reading and understand simple sentences.</li> <li>- Decoding familiar and some unfamiliar words using blending as the prime approach</li> <li>- Using phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- Demonstrating understanding of what they have read when talking with others.</li> <li>- Using phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- Following a story without pictures or props</li> </ul> <p><b>Writing: Students will become confident in:</b></p> <ul style="list-style-type: none"> <li>- Writing simple sentences that can be read by themselves and others.</li> </ul>





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	<ul style="list-style-type: none"> <li>- Spelling some words correctly while others are phonetically plausible.</li> <li>- Attempting to write short sentences in meaningful contexts.</li> <li>- Writing some irregular common words.</li> </ul> <p><b>Communication and Language:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Understanding humour.</li> <li>- Developing their own narratives and explanations by connecting ideas and events.</li> <li>- Listening attentively in a range of situations.</li> <li>- Listening to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</li> <li>- Extending their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Using language to imagine and recreate roles and experiences in play situations.</li> <li>- Linking statements to a main theme or intention.</li> <li>- Using past, present and future forms accurately when talking about events or experiences.</li> <li>- Answering 'how' and 'why' questions about their experiences and in response to stories and events.</li> <li>- Using talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>- Responding to what they hear with relevant comments, questions or actions.</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number and Numerical Pattern:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Recognising, recreating, continuing and describing patterns.</li> <li>- Using everyday language to talk about size, weight, position and distance.</li> <li>- Describing their relative position such as 'in front' or 'beside' or 'on'.</li> <li>- Using everyday language related to position and distance.</li> <li>- Using everyday language related to time.</li> <li>- Ordering and sequencing familiar events.</li> <li>- Reliably counting 20 objects.</li> <li>- Saying which quantity is biggest, smallest, most, least, same and check by counting.</li> <li>- Counting backwards 10 to 0.</li> <li>- Reading numbers to 20.</li> <li>- Counting reliably and order from 1 to 20.</li> <li>- Estimating how many objects they can see and check by counting them.</li> <li>- Ordering 5 then 7 random numbers.</li> <li>- Saying the number that is one more or one less than a given number.</li> <li>- Finding one more or less from a group of ten objects.</li> <li>- Saying doubles to double 5 and halving facts for 2, 4, 6, 8, 10.</li> <li>- Solving problems including doubling and halving.</li> <li>- Adding and subtract two 1 digit numbers and count on or back to find the answer.</li> <li>- Beginning to use the vocabulary involved in adding and subtracting.</li> <li>- Beginning to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Shape, Space and Measure:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Recognising the months of the year.</li> <li>- Measuring short periods of time in simple ways.</li> <li>- Ordering 3 items by length, height, by weight or capacity.</li> <li>- Properties of Shape</li> <li>- Using mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</li> <li>- Naming, describing, continuing or creating patterns.</li> <li>- Describing relative position.</li> <li>- Beginning to use everyday language about money.</li> </ul>
<p><b>Cross-Curricular Units</b></p>	<p><b>Personal, Social &amp; Emotional Development:</b> <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> <li>- Showing sensitivity to others' needs and feelings.</li> <li>- Initiating conversations and takes account of what others say.</li> </ul>



## CURRICULUM MAP

- Choosing the resources they need for their chosen activities.
  - Saying when they do or do not need help.
  - Explaining own knowledge and understanding, and ask appropriate questions of others.
  - Playing cooperatively, taking turns with others.
  - Taking account of one another's ideas about how to organise their activity.
  - Working as part of a group or class, and understand and follow the rules.
  - Adjusting his/ her behaviour to different situations and adapt easily to changes of routine.
  - Confidently trying some new activities and say why they like some activities more than others.
  - Forming positive relationships with adults and children.
- Understanding the World:** *Students will become confident in:*
- Talking about similarities and differences in relation to places, objects, materials and living things.
  - Talking about features of their own immediate environment and how environments might vary from one to another.
  - Making observations of animals and plants and explain why some things occur, and talk about changes.
  - Talking about past and present events in their own lives.
  - Talking about similarities and differences among themselves and others and...between communities
- Physical Development:** *Students will become confident in:*
- Handling equipment and tools effectively, including pencils for writing.
  - Using a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.
  - Experimenting with different ways of moving.
  - Showing good control and co-ordination in large and small movements.
  - Handling tools, objects, construction and malleable materials safely and with increasing control.
  - Showing understanding of the need for safety when tackling new challenges, and considers and manages some risks.
  - Managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Expressive Arts and Design:** *Students will become confident in:*
- Using what they have learnt about media and materials in original ways, thinking about uses and purpose.
  - Choosing particular colours to use for a purpose.
  - Selecting appropriate resources and adapt work where necessary.
  - Manipulating materials to achieve a planned effect.
  - Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
  - Constructing with a purpose in mind, using a variety of resources.
  - Safely using and exploring a variety of materials, tools and techniques.
  - Playing alongside other children engaged in the same theme.
  - Playing cooperatively as part of a group to develop and act out a narrative.