



English Curriculum Map: 2023 – 2024

EYFS & Year 1

Team Donaldson

Teacher: Mr Teasdale

EYFS/YEAR 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum	<u>Autumn 1</u> Our Very Own Dog By Amanda McCardie	<u>Autumn 2</u> Billy's Bucket By Kes Gray	<u>Spring 1</u> Emily Brown & the Thing By Cressida Cowell	<u>Spring 2</u> Winter Sleep By Sean Taylor	<u>Summer 1</u> The Lonely Beast By Chris Judge	<u>Summer 2</u> The Story Tree By Hugh Lupton
Text Type	Non-Fiction (EYFS)	Building Stamina (EYFS)	Picture Books (EYFS)	Non-Fiction (1/2)	Contemporary Fiction (1/2)	Traditional Tales and Twists (1/2)
PSHE & Human Themes	<p>Talk about and explore feelings, using the feelings of the characters, in particular the dog, in the book as a starting point for talking about the children's own experiences and different feelings they have experienced.</p> <p>Talk about the special objects the children may have linked to the special objects being prepared for the dog and how to</p>	<p>Express yourself; help children to understand and express their feelings, these are essential skills for children to be able to predict how characters are feeling in stories, to understand characters' motivations and to anticipate their actions.</p> <p>Explore significant birthdays with the children. Talk about what happens on a birthday, memorable presents they have received, things that</p>	<p>Looking after our friends; what can we do to look after our friends if they are feeling unhappy, lonely or scared?</p> <p>Explore emotions and discuss and record different ways we could support our friends.</p> <p>Create a friendship tree on a display where acts of friendship can be recorded on leaves and added to the tree.</p>	<p>Discussions around the importance of family, the benefits of nature and our roles and responsibilities in being citizens of a wider world.</p> <p>Explore with the children who the important people in their lives are and how they look after each other. Spread this further by investigating the school community; what do we do to look after each</p>	<p>Children can explore viewpoints – welcome / unwelcome stranger in town</p> <p>Children can debate – should the Beast leave when he has made human friends?</p> <p>Children can learn to empathise – drawing a Graph of Emotion to track the Beast's feelings .</p> <p>Children can explore and celebrate their own</p>	<p>Appreciate other cultures and communities, as well as other perspectives and viewpoints in general; recognise similarities between themselves and other children.</p> <p>Identify traditions or cultural artefacts that are different.</p> <p>These are part of understanding the world and appreciating people and communities.</p>

look after and care for these.

Talk about the importance of being kind, looking after new people and animals and how we can make everyone in the community of our setting feel safe and settled.

have happened on their birthday.

Exploring personal health and safety – taking medicines. Rules that apply to this. Why do we have directions on medicine? Why do they say 'Keep out of reach of children'? Why do they have child safety caps?

other and our environment when we are here? You can then spread this out to a local social study, looking at people and services in the locality that help us and provide for us and what we need to do to help them and our local environment. You may choose to engage in a community action project, like litter picking, fundraising for a local organisation or cause, collecting donations for a local food bank or using donations to provide your own food bank for families, planting in the local area, sending pictures and letters to vulnerable or lonely local residents, such as those in care homes.

languages, identity and belonging – writing as another beast in home language about its home – with lots of scope for meaningful parental involvement.

<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Demonstrate understanding when talking with others about what they have read. • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Read and understand simple sentences; • Use phonic knowledge to decode regular words and read them aloud accurately; • Read some common irregular words; • Demonstrate understanding when talking with others about what they have read. 	<p>Reading: (Word reading / Comprehension)</p> <ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently. • discuss the significance of the title and events link what they hear or read to own experiences. • explain understanding of what is read • discuss the sequence of events in books and how items of information are related. • discuss favourite words and phrases • answer and ask questions • predict what might happen on the basis of what has been read. • draw inferences on the basis of what is being said and done. • participate in discussion about what is read, taking turns and listening to others express views about reading.
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<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<p><u>Year One</u></p> <ul style="list-style-type: none"> • Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. • Combining words to make sentences; joining words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Separable words; capital letters, full stops, question marks and demarcating sentences. • Capital letters for names and the personal pronoun 'I'. <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>		
<p>EYFS: use and application of phonics</p>	<p>Phase 2: dog, bed, sit, tag, run Phase 3: tight, look, heel, poop, tail, shoo</p>	<p>Phase 2: bucket, mum, dad, rock Phase 3: farm, pool, shark, shoal, reef, car, Phase 4: crabs, clown fish</p>	<p>Phase 2: Not, ran, top, off, leg, mug, bats, bed Phase 3: Thing, tears, dark, wood, hard, look,</p>

Phase 4: sniff, scoop, breed, smell, drop, brush

High Frequency Words:

came, live, cold, home, water, make, there, first, made, love, though, name, every, could, loved, was, out

Rhythm and Rhyme:

Sing and explore the actions for rhymes related to the text; for example:
1,2,3,4,5 Once I caught a fish alive,
There's a hole in my bucket, Jack and Jill

wet, coats, boots, high, shut, teeth, cobwebs, shut, tight

Phase 4: Splish, splosh, sleep, under, find, wept, milk, snack, stairs, green, throat, Brown, stop, click, sweet

Voice Sounds:

Investigate different words that describe the sounds that are made in the book, e.g. rumble, grr, cough, tickle, scratch, splish, splosh, click! Look at how these words are formed and how children can use them in their play and song making

Language Competency: through reading, talk and writing

Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.
Understand why questions
Learn and use new vocabulary
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Engage in story times.
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
Develop their own narratives and explanations by connecting ideas or events.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Literacy:

Understand the five key concepts about print:
print has meaning
print can have different purposes
we read English text from left to right and from top to bottom
the names of the different parts of a book
page sequencing
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read and understand simple sentences.
Use phonic knowledge to decode regular words and read them aloud accurately.

Writing (Composition/ Vocabulary, Grammar and Punctuation):

Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.

Sequence sentences to form short narratives.

Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.

Re-read and evaluate writing to check it makes sense and make simple revisions.

Read writing aloud with appropriate intonation to make the meaning clear.

Use new and familiar punctuation correctly.

Use sentences in different forms.

Expand noun phrases to describe and specify.

Use past and present tense correctly and consistently.

Use simple conjunctions to link subordinate and co-ordinating clauses.

Speaking and Listening:

Listen and respond appropriately to adults and peers.

	<p>Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Use some of their print and letter knowledge in their early writing. Write some letters accurately. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>			<p>Ask relevant questions to extend knowledge and understanding.</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others.</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p>			
<p>Extended Writing Outcomes</p>	<ul style="list-style-type: none"> • Descriptions • Captions (thoughts/speech) • Instructional sentences • Posters 	<ul style="list-style-type: none"> • Captions • Poetry • Storymap 	<ul style="list-style-type: none"> • Speech/Thought Bubbles • Non-fiction fact cards • Recipe • Letter writing 	<ul style="list-style-type: none"> • Free verse poetry about winter • Notes to record thinking and ideas • Expressive writing in role • Setting illustrations • Explanation writing 	<ul style="list-style-type: none"> • Character descriptions of • Interview questions • Front page newspaper article • The story of a Beast's journey 	<ul style="list-style-type: none"> • 'Tell Me' responses • Setting description • Writing in role (recount) • Simple narrative based on known text 	
<p>Ideas for Continuous Provision & cross curricular links</p>	<p>Malleable:</p> <p>Make salt dough treats and kibble for the dog, rolling sausage shapes and cutting these into kibble rounds to dry out, store in jars and feed toy dogs with.</p>	<p>Reading Area:</p> <p>Turn the book corner into an undersea world. Involve the children in setting it up –you might be able to source some fishing netting or swathes of blue fabric to hang over the top as</p>	<p>Reading Area:</p> <p>Look at and share the other books in the Emily Brown series or other books about friendship or special toys.</p>	<p>Expressive Art and Design: Use photographs to enable the children to create observational drawings of animals in hibernation, using the techniques they have observed in</p>	<p>Expressive Art and Design: Children can explore the author illustrator's depiction of the Beasts. Why do you think he has represented him this way? Does it remind you of anything else</p>	<p>Expressive Art and Design: By responding to the different stories explored in this unit children will have the opportunity to: Use a range of materials creatively to design and make products; use drawing, painting and</p>	

	<p>Role play:</p> <p>Indoors, home corner or vet Outdoors, kennels or dogs' home where children can 'adopt' a dog to take part in the dog show – writing opportunities make a certificate of ownership.</p> <p>Creative – Junk modelling:</p> <p>Provide materials for children to craft their own dog friends or pets. Look at which materials could be good to depict each feature – talk about shapes and sizes of cardboard boxes for heads and bodies, cardboard rolls could make good legs, fat pipe cleaners could make a bendable tail, furry, scaly material, could be provided to cover materials with.</p> <p>Water:</p> <p>Provide dog combs and brushes, water sprays or simple pump showers to create a</p>	<p>a canopy or at the front and sides to make this a more enclosed setting. Place sea animal toys inside for children to read with and have other sea inspired books displayed.</p> <p>Look at and share other texts to inspire poetry or non-fiction exploration.</p> <p>Mark making/ writing:</p> <p>Make and write birthday cards, invitations and gift tags; you could also link to work around Kipper's Birthday by Mick Inkpen. Make a display of class birthdays that the children can add their names to.</p> <p>Label and write captions for pictures of undersea animals to display in the themed reading area.</p> <p>Small world play:</p> <p>Use undersea small world figures with seaweed – easily sourced at pet shops -</p>	<p>Mark making/ writing</p> <p>Making maps of the journey. Create a message centre with old litre water bottles cut off with a photo of each child on the front for children to write and post messages of friendship to each other.</p> <p>Small world play:</p> <p>Use animals, fake snow, mud, leaves twigs, stones and figures to further explore the settings in the story.</p> <p>Make puppets of the characters to aid retellings.</p> <p>Role play:</p> <p>You could recreate one or more of the settings in the story for children to recall and replay events like the dark and scary wood, the wild and whirling wastes or the Whiny Witches cavern.</p>	<p>the illustrator's own work to give a sense of space and perspective.</p> <p>Explore different artists who have represented the seasons in nature in different ways.</p> <p>Creative - Design and Technology:</p> <p>Children can use a range of tools and materials, and collaborate to design, make and evaluate:</p> <ul style="list-style-type: none"> • Bird feeders to help birds survive the winter months. • Bird tables • Bug hotels • Worm bins • Butterfly feeders • Bird hides <ul style="list-style-type: none"> • Dens <p>Maths:</p> <p>Children will be able to explore the concept of time in larger units, such as months of the year</p>	<p>you have seen? Provide images of other monsters and beasts in film, illustration and by artists for chn to appreciate.</p> <p>How do we know what the Beast is thinking if we had no words? How does the illustrator represent its mood? Play out key scenes in role as the Beast, examining its body language and exploring possible facial expressions. Children take photographs of each other in freeze frame.</p> <p>Children can respond to artistic portrayals of underwater scenes, including photography and multimedia.</p> <p>Creative Design and Technology:</p> <p>Children can use a range of tools and materials , collaborate to</p>	<p>sculpture to develop and share their ideas, experiences and imagination.</p> <p>Creative - Design and Technology: By creating their own story backdrops and puppets, puppet theatre or storyboxes, the children will have the opportunity to: design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Music: By discussing what makes a 'sweet song' and creating a class collection of the 'sweetest' pieces of music, the children can be encouraged to: listen with concentration and understanding to a wide range of high-quality live and recorded music. By repeating Little Daughter's song words in creative, tuneful ways, children can: use their voices expressively by singing songs,</p>
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grooming parlour, sponge down and dry dog toys, bath a real dog if opportunity arises. Linked to understanding the world, look at how essential water is for all forms of life. Provide watering cans to water plants in the indoor and outdoor areas, make a bird bath for birds to bathe in and drink.

Reading area:

- Provide a selection of fiction and non-fiction texts about dogs or with dogs as a central character. Have adults available in the area to read these aloud to small groups or individuals throughout the day. Collect songs and rhymes about dogs, e.g. B-I-

to explore undersea adventures.

Use nets and small buckets in the water area to describe 'What's in my bucket now?' Model strategies for accuracy in counting such as estimating first then emptying and lining up or counting back into the net or bucket to check.

Malleable area:

Have playdough with cake cases, petit four cases, candles and other 'decorations' for children to make birthday cakes, exploring links with 1:1 correspondence in counting candles to represent ages.

Role play:

In the indoor and outdoor role play areas you could set up a home corner arranged for a birthday party and a 'Buckets 'R' Us' shop. Involve the children fully in the set up of these areas and use this as an

Potion lab indoors and out in the mud kitchen.

Turn a cardboard box into a portable role-play box containing wet-weather wind-coats, see-in- the dark glasses and 'special boots for climbing' for children to replay the story with.

You could also create a doctor's surgery to explore feeling ill and getting better.

Expressive arts and Design:

- Encourage children, by playing alongside them, to build stories around toys in the setting or their own toys, e.g. teddy needing their blanket dangling from an armchair

linked to the seasons and work in units of time to study the hibernation patterns of different animals.

Children can explore their own daily routines, exploring when they wake and when they sleep, measuring and comparing the hours of sleep they have each night, comparing bedtimes and when they wake up, related to the 12 and 24 hour clock.

Children can estimate and count numbers of animals on particular pages.

Children could sort and order animals by size, features or for how long or where they hibernate.

Children could explore maps of local forest areas and use compasses in exploring local

design and make everything necessary to hold an end of year, monster themed class party in celebration of the Beast and friendship: - Banners - Bunting - Monster masks / costumes - Preparing party food including a (tiered) cake - Themed stationery (Charlie and Lola 'This is my party' DVD might support ideas as would a number of books exploring this theme.

Children can use a range of tools and materials, and collaborate to design and build a bridge to cross the river and hold the (toy) Beast.

P.E.:

Children can explore, imitate and innovate a range of the Beast's movements

speaking chants and rhymes.

- **Understanding the world:** By devising simple maps of the stories in this collection, the children will have opportunity to: identify and compare physical and human features of the countries and settings involved

	<p>N-G-O, How much is that doggy in the window to make into song cards that the children can learn and sing by heart with the song card displayed as a prompt and for children to begin to link the spoken and written word.</p>	<p>opportunity to practise and apply core skills through set up activities like counting buckets onto the shelves, sorting buckets by shape, size, colour, pattern, making price labels for buckets, counting money (preferably real 1p's, 2p's, 5p's and 10p's into a till. Children can also make labels and posters to advertise the buckets.</p> <p>In the home corner, use opportunities to set the table to sort and count plates, spoons, knives and forks and to share out party treats made by children in the malleable area.</p>	<p>'cliff'. Encourage the children to record their adventures in self made books, on storymaps or as graphic texts.</p>	<p>areas, using positional and directional language.</p> <p>Music:</p> <ul style="list-style-type: none"> Explore music with the children that was composed with the seasons as the focus. 	<p>throughout the journey and the story.</p> <p>Children can design and create an obstacle course to represent the beast's journey.</p> <ul style="list-style-type: none"> Evaluate and refine to allow scope for challenge and space for a range of physical movements. What if two Beast friends were to travel together? How did he travel to the city and is that different to the speed in which he travelled back home again? 	
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SCHOOL MEMBER

