


## Montagu Academy

### Curriculum Map 2023-24 (Cycle 2) – How will we get to ELG?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Over arching Themes</b>							
<b>Cycle 1 (2022/23)</b>		<b>Ourselves</b>	<b>Celebrations</b>	<b>Traditional Tales</b>	<b>Growing</b>	<b>Animals</b>	<b>Transport and Journeys</b>
<b>Cycle 2 (2023/24)</b>		<b>People who Help Us</b>	<b>Arctic / Cold places</b>	<b>Traditional Tales</b>	<b>Minibeasts</b>	<b>Castles / Knights / Princesses</b>	<b>Under the Sea / Seaside</b>
Assessments	ALL EYFS	WK 1-3 BASELINES  RBA (complete in first 6 weeks)  Key worker observations	RAG completed  Phonics Tracker	RAG completed  Phonics Tracker	RAG completed  Phonics Tracker	RAG Completed  Phonics Tracker	Exit Data  RAG completed
<b>Communication and Language</b> -Listening and attention -Speaking   NC Subject - English - Spoken Language		ALL EYFS Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.  <b>Oracy (Voice 21) in the Early years</b> Key focus on childrens speaking and listening skills. By summer children may be ready to be introduced to the builder, challenger and summariser (voice 21 cards) Key classroom display to include - EYFS thumbs up/thumbs down Agree/Build/Challenge 1-3 oracy guidelines (classroom specific and used as a working document) Partner talk					

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<b>Physical Development</b> -Gross motor skills -Fine motor skills    NC Subject - PE - English - Writing (Handwriting) - PSHE - Science	<b>CYCLE 1</b>	<b>PE Scheme (get set for PE)</b> - Autumn 1 - Intro to PE: Unit 1 - Autumn 2 - Fundamentals Unit 1  		<b>PE Scheme (get set for PE)</b> - Spring 1 - Games unit 1 - Spring 2 - Gymnastics Unit 1  		<b>PE Scheme (get set for PE)</b> - Summer 1 - Dance unit 1 - Summer 2 - Ball Games Unit 1  	
	<b>Cycle 2</b>	<b>PE Scheme (get set for PE)</b> - Autumn 1 - Intro to PE: Unit 2 - Autumn 2 - Fundamentals Unit 2  		<b>FINE MOTOR EXPECTATIONS - tripod grasp</b> - movement. <b>PE Scheme (get set for PE)</b> - Spring 1 - Games Unit 2 - Spring 2 - Gymnastics Unit 2  		<b>PE Scheme (get set for PE)</b> - Summer 1 - Dance unit 2 - Summer 2 - Ball Games Unit 2 -  	
<b>PSED</b> -Self regulation -Managing self -Building relationships    NC Subject - PSHE	<b>ALL EYFS</b>	 <b>Being me in my world</b> - self identity - understanding feelings - Being in a classroom - being gentle - rights and responsibilities	 <b>Celebrating differences</b> - Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself	 <b>Dreams and Goals</b> - Challenges - Perseverance - Goal setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals	 <b>Healthy Me</b> - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	 <b>Relationships</b> - Family life - Friendships - Breaking friendships -Falling out - Dealing with bullying - Being a good friend	 <b>Changing Me</b> - Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations









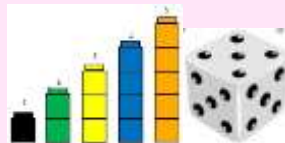

NC Subject - PSHE

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<b>Literacy</b> -Comprehension -Word reading -Writing  NC Subject - English	<b>Phonics and Early Reading</b>	<b>Phonics</b> Phase 1 aspect 1-7  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics - phase 2</b>	<b>Phonics</b> Phase 1 aspect 1-7  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics - phase 2</b>	<b>Phonics</b> Phase 1 aspect 1-7 Introduction of ELS letter sounds 1 phoneme per week (emphasis on oral blending and segmenting)  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics - recap phase 2</b>	<b>Phonics</b> Phase 1 aspect 1-7 Introduction of ELS letter sounds 1 phoneme per week (emphasis on oral blending and segmenting)  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics - Phase 3</b>	<b>Phonics</b> Phase 1 aspect 1-7 Introduction of ELS letter sounds 1 phoneme per week (emphasis on oral blending and segmenting)  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics - phase 3</b>	<b>Phonics</b> Phase 1 aspect 1-7 Introduction of ELS letter sounds 1 phoneme per week (emphasis on oral blending and segmenting)  Launchpad to literacy pre phonics skills  <b>FS2 - ELS Phonics Consolidation</b>
	<b>T4W Cycle 1</b>	  	  	  	  	  	  
	<b>T4W Cycle 2</b>						

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		Lists - People who help us	Descriptive text	Story Language	Information Text - Minibeasts	Spine poems - Fantasy	Recount - Journey
<b>Maths</b> -Number -Numerical Patterns  NC Subject - Maths	FS1	KEY REPRESENTATIONS - Autumn WRM  -Colours - Recognising, naming and matching colours -Sorting - Sorting by various attributes -Pattern - Continuing AB patterns -Size - Using the language of size - Counting Principles - One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle -Comparing - Comparing amount of objects		KEY REPRESENTATIONS - Spring WRM  -Exploring and understanding number 1 -Exploring and understanding number 2 -Exploring and understanding number 3 -Shapes - Focus on properties of shapes - Exploring and understanding number 4 -Exploring and understanding number 5 -Exploring and understanding number 6 -My Day		KEY REPRESENTATIONS - Summer WRM  -Length and height - Long, short, tall and comparing lengths -Comparing - Comparing amount of objects Exploring and understanding number 1 -Exploring and understanding number 2 - Heavy and Light - Capacity -Full, half full, empty - Positional language -Exploring and understanding number 3 -Exploring and understanding number 4 -Exploring and understanding number 5 -Exploring and understanding number 6	
	FS2	KEY REPRESENTATIONS - Autumn		KEY REPRESENTATIONS - Spring		KEY REPRESENTATIONS - Summer	

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#### WEEK 1-3 Getting to know me

Opportunities for settling in / provision areas / where do things go / positional language / daily routines / days of the week

#### WEEK 4-6 – Just like me

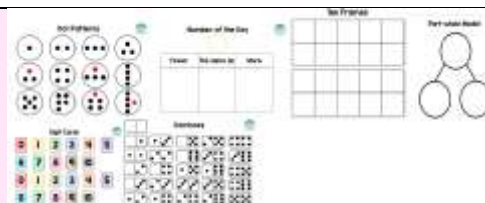
- Match and sort (same/different/colour/size)
- Compare amounts (equal/more/fewer)
- Compare size mass and capacity (tall/tallest / big/little/short/shortest)
- Exploring pattern

#### WEEK 7-9 Its Me 1, 2, 3

- Representing 1,2,3 (equal/not/circle/ 1p)
- comparing 1, 2, 3,
- composition of 1, 2, 3
- circles and triangles (3 step patterns)
- positional language

#### WEEK 10-12 Light and Dark

- Representing numbers 1-5
- One more and one less (subtraction and addition symbol)
- Shapes with 4 sides (squares / rectangles)
- Time – days of the week



#### WEEK 1-3 Alive in 5

- Introducing 0 Comparing and ordering numbers to 5
- Composition of 4 and 5
- Comparing mass and Capacity

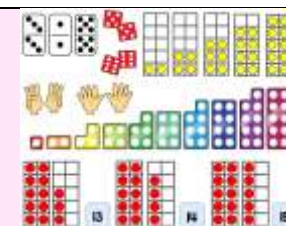
#### WEEK 4-6 Growing 6, 7, 8

- Introducing 6, 7, 8, (making pairs / combining 2 groups)
- Combining groups (addition)
- Length, Height & Time

#### WEEK 7-9 Building 9, 10

- Introducing 9 and 10 – comparing and ordering (making sets / combining groups)
- Number bonds to 10
- 3d shape and pattern

#### WEEK 10-12 – Consolidation / revisit



#### Week 1-3 To 20 and beyond

- Building numbers beyond 10
- Counting patterns beyond 10
- Spatial reasoning (match, rotate, manipulate)

#### Week 4-6 First, then, now

- Adding
- Take away
- Spatial reasoning (Compose and decompose)

#### Week 7 – 9 Find my pattern


- Doubling
- Sharing and grouping
- Odd and Even
- Spatial reasoning (Visualise and build)

#### Week 10-12 On the move

- Deepening understanding – problem solving
- Patterns and relationships
- Consolidation
- Spatial Reasoning (Mapping)


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<b>Understanding the World</b> -Past and present -People, culture and communities -The natural world	Celebrations	Halloween	Bonfire Night Diwali Christmas	Valentines Day Pancake Day Easter Mothers Day	Eid-il-Fitr	Fathers Day	
 NC Subject - History - Geography - Science	ALL EYFS	<p style="text-align: center;">The careful Planning of continuous and enhanced provision will provide children with the experiences needed to achieve the ELG for Understanding the World Continuous provision will be planned to provide skills such as:</p> <p><b>History (Past and Present)</b></p> <ul style="list-style-type: none"> <li>- Children will know about their own life story and how they have changed.</li> <li>- Children will know some similarities and differences between things in the past and now.</li> <li>- Children will talk about the lives of people around them.</li> <li>- Children will know about the past through settings and characters.</li> </ul> <p><b>Geography (People, culture and communities)</b></p> <ul style="list-style-type: none"> <li>- Children will talk about and notice changes in weather/seasons.</li> <li>- Children will know about features of the immediate environment.</li> <li>- Children will know that there are many countries around the world.</li> <li>- Children will know that people around the world have different religions.</li> <li>- Children will know that simple symbols are used to identify features on a map.</li> <li>- Children will know about people who help us within the community.</li> <li>-</li> </ul> <p><b>Science (The Natural World)</b></p> <ul style="list-style-type: none"> <li>- Children will understand the terms 'same' and 'different'.</li> <li>- Children will explore and ask questions about the natural world around them.</li> <li>- Children will talk about features of the environment they are in and learn about the different environments.</li> <li>- Children will make observations about plants discussing similarities and differences.</li> <li>- Children will make observations about animals discussing similarities and differences.</li> <li>- Children will know some important processes and changes in the natural world, including states of matter.</li> <li>-</li> </ul> <p><b>RE</b> - Throughout the year, children will talk about events and people that are significant to them, develop an awareness of other peoples views, finding about celebrations in different cultures</p>					
<b>Expressive Arts and Design</b>	ALL EYFS	<p style="text-align: center;">The careful Planning of continuous and enhanced provision will provide children with the experiences needed to achieve the ELG for Expressive arts and design. Continuous provision will be planned to provide skills such as:</p>					

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<p>-Creating with materials -Being imaginative and expressive</p>  <p>NC Subject - Art and Design - DT - Music</p>	<p><b>Art and DT</b>  <b>Drawing</b> - Children will use a variety of materials including pens, pencils, charcoal and pastel / to experiment drawing lines and circles / to accurately draw a person.  <b>Texture</b> - Children will handle and manipulating objects (clay, sand, textiles, dough) / collage / sensory experiences.  <b>Colour</b> - Children will paint, pencils, crayons, pastels / using and naming primary colours / Mixing colours / make marks and give meaning.  <b>Form</b> - Children will experience 3D work at the creative area / joining, fixing and handling tools / constructing / building / planning.  <b>Pattern</b> - Children will experiment with irregular and repeating patterns / simple symmetry</p> <p><b>Music - Cheranga Music Curriculum</b>  <b>Hearing and listening</b> - Children will distinguish between the sounds of instruments / dynamics / rhythm  <b>Vocalising and singing</b> - Children will sings songs / rhymes and make up own songs  <b>Moving and dancing</b> - Children will clap/moves to a beat / moves in different ways in response to music  <b>Exploring and playing</b> - Children will explore the sounds of different instruments</p>
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