

# ALDERMASTON EYFS CURRICULUM MAP 2022\_23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	All About Me	Celebrations and Toys	Around the World	Journeys	Castles, Kings and Queens	At the Seaside
Understanding the World	Families and Friends Home, our school and local area	Diwali, Bonfire Night Advent and Christmas Toys - now and then	Around the world - different cultures, Pancake Day, Chinese New Year	Looking at maps and globes People of significance - explorers & adventurers	People of significance - Kings and Queens in Britain The government	Under the sea - habitats and animals. People who help us
Seasons (Scientific concepts)	Exploring the seasons through books, poetry, art and outdoor provision. Creating whole class season displays.					
	<b>AUTUMN</b> Life cycles - plants and animals	<b>WINTER</b> Change of states - freezing/melting	<b>SPRING</b> Life cycles - plants and animals	<b>SUMMER</b> Habitats and animals		
Expressive Arts & Design	Self portraits Patterns and symbols Singing together	Clay discs, fireworks pictures, puppets Nativity play	Chinese New Year - art, design, music, dance Percussion Instruments	Van Gogh - Flower painting Transport junk modelling Sounds in our environments	Portraits Castle junk modelling Rhymes which tell stories	Andy Goldsworthy - outdoor art activities Musical instruments
Literacy Key Author & Phonics (Level 1 ongoing)	Reading, writing and oracy activities linked to phonics knowledge using stories, fairy tales, nursery rhymes, poems and fact books. Rhyming and alliteration.					
	Jake Connelton Level 1 and 2	Mick Inkpen Level 2 and 3	Eric Carle Level 3	Oliver Jeffers Level 3	Chris Wormell Level 3	Anthony Browne Level 4
Mathematics	Key times and class routines, explore resources Number - match and sort, compare amounts Measure/Shape - compare size, mass and capacity, explore patterns	Number - Representing, composition and comparing 1,2,3,4,5 Measure/Shape - circles, triangles and positional language, shapes with 4 sides, time	Number - introducing 0, comparing numbers to 5 Composition of 6, 7, 8, making pairs, combining 2 groups Measure/Shape - compare mass, capacity and length	Number - representing and composition of 9, 10, comparing numbers to 10, bonds to 10 Measure/Shape - 3D shape patterns	Number - building numbers beyond 10, counting patterns beyond 10, adding more, taking away Measure/Shape - spatial reasoning, match, rotate, manipulate	Number - doubling, sharing and grouping, odd and even, patterns and relationships Measure/Shape - spatial reasoning, visualise and build, mapping
Communication and Language	Opportunities to develop communication - [in] with peers and adults, small groups and whole class oracy Listening to, retelling and acting out stories poems and rhymes, to develop vocabulary.		Opportunities to develop communication - [in] with peers and adults, small groups and whole class oracy Listening to, retelling and acting out stories poems and rhymes, to develop vocabulary.		Opportunities to develop communication - [in] with peers and adults, small groups and whole class oracy Listening to, retelling and acting out stories poems and rhymes, to develop vocabulary.	
Personal, Social & Emotional Development	Circle Times - opportunities to talk about interests, what they have done, play turn taking games, explore differences, own experiences and diversity. Whole class story time to discuss ideas and feelings. Developing class routines and healthy eating Managing self - trip to church, Nativity performance		Circle Times - opportunities to talk about interests, what they have done, play turn taking games, explore differences, own experiences and diversity. Whole class story time to discuss ideas and feelings. Healthy living week Managing self - trip to church and local area		Circle Times - opportunities to talk about interests, what they have done, play turn taking games, explore differences, own experiences and diversity. Whole class story time to discuss ideas and feelings. Preparing for transition to Year 1 Managing self - trip to aquarium/seaside	
Physical Development	Gross Motor Skills Real PE - Personal Coordination and balance	Gross Motor Skills Real PE - Social Jumping and landing	Gross Motor Skills Real PE - Health & Fitness Dynamic & static balance	Gross Motor Skills Real PE - Creative Coordination, ball skills	Gross Motor Skills Real PE - Physical Agility - reaction/response	Gross Motor Skills Real PE - Cognitive Balance - floor work
	Fine Motor Skills including mark making, pencil grip, pin boards, tag a shape		Fine Motor Skills including scissor skills, letter formation and tweezers activities		Fine Motor Skills including scissor skills, letter formation and tweezers activities	
R.E.	Old Testament Stories - The Creation Story, Adam and Eve, Noah's Ark	Why do Christians perform a Nativity? Creed	New Testament Stories - Parables and Miracles Weddings	Why do Christians put a cross in the garden of Eden?	Exploring other Faiths Baptisms/Banings Ceremonies: End	Why is the word-God so important to Christians? Stories about Moses

# National Curriculum For The Early Years

**Peter Woods, Mari Boyle, Nick Hubbard**

## **National Curriculum For The Early Years:**

**The National Curriculum and the Early Years** Theodore Cox,1996 The child centred principles of early years education are being challenged by the implementation of a subject based National Curriculum This book explores this challenge and offers some ways of meeting it practically and productively **EBOOK: National Curriculum for the Early Years** Angela Anning,1995-10-16 What does the National Curriculum mean to pupils and teachers at Key Stage One How have teachers and children coped with the ongoing changes How has subject teaching altered in infant classrooms In A National Curriculum for the Early Years Angela Anning and her team of contributors set out to examine these issues Infant teachers and their pupils were the guinea pigs for the introduction of the National Curriculum over a five year period Despite many reservations about a subject based curriculum for young children teachers struggled to interpret the National Curriculum Orders into a workable if not manageable curriculum in their classrooms The contributors to this book each experts in a subject discipline have kept in close touch with practising and intending infant teachers as the National Curriculum was operationalized in primary schools They have used their teacher networks as well as research evidence to tap into the strategies used by infant teachers to cope with the planning delivery and assessment of the National Curriculum subjects and the effects of government policy changes on young children s learning Together the contributors provide a timely analysis of subject discipline based education for young children and look ahead to the prospects for those subjects at Key Stage One in the second half of the 1990s This book will be essential reading for anyone involved in the education of young children **Early Childhood Education** Early Years Curriculum Group,1989 International Handbook of Early Childhood Education Marilyn Flear,Bert van Oers,2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject *National Curriculum* Great Britain. Parliament. House of Commons. Children, Schools and Families Committee,Great Britain: Parliament: House of Commons: Children, Schools and Families Committee,2009 The Committee for Children Schools and Families recommends major changes to the nature and management of the national curriculum In its current form the national curriculum essentially accounts for all the available teaching time and the Committee would like to see a cap placed so that less than half that time is prescribed centrally A

slimmed down national curriculum designed much more from the learner's perspective setting out the learning that they have a right to access is recommended. Parents should be provided with a copy of the national curriculum so that they can take on a greater role in overseeing the curriculum that their child experiences. The Committee is not convinced by the proposed Programmes of Study for the primary curriculum put forward in the interim report of the Rose Review available at <http://publications.teachernet.gov.uk> which seem unnecessarily complex. It takes a similar view on the new secondary curriculum and is concerned at some of the Early Learning Goals specified in the Early Years Foundation Stage: there should be more emphasis at this stage on developing speaking, listening and social skills. All schools should have the freedoms in curriculum matters enjoyed by Academies and should not be pressured to follow the non-statutory National Strategies guidance. The report also stresses the importance of empowering professional teachers rather than the current approach of prescription and direction. The coherence and continuity in the curriculum is another concern with a history of piecemeal creation and amendment to frameworks from 0 to 19. The Committee recommends an independent curriculum authority be established to review and then keep the curriculum refreshed.

*A Guide to Early Years and Primary Teaching* Dominic Wyse, Sue Rogers, 2016-04-20. How do people become effective teachers? This is the textbook students need to support them on this journey, no matter their training route or whether primary or early years is in focus. Through a unique pairing of academic research and teaching expertise, each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from years 3-11. The book combines all the major topics, theories and research students need to know along with up-to-date policy and legislation. Inventive and practical learning aids and carefully crafted online resources will help readers to understand helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic. Apply Spotlight on Practice features highlight real teaching examples. Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching. Reflect on key concepts as well as your own practice and values through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking. Go further with informative annotated further reading at the end of every chapter. Links to relevant websites integrated throughout and carefully selected SAGE journal articles freely available on the website. This is an essential textbook for use across all your primary and early years teaching courses whether students are training to be lower/upper primary school teachers or early years practitioners including those on undergraduate or postgraduate teacher training courses and employment-based routes.

**Science in Early Childhood** Coral Campbell, Wendy Jobling, Christine Howitt, 2021-01-19. Science in Early Childhood is the essential science education resource for all pre-service early childhood educators.

**EBOOK: FIRST YEARS AT SCHOOL** Angela Anning, 1997-01-16. Review of 1st edition. I found the whole account a model of clarity with a good blend of theory and practice which many authors would do well to note. Ted Wragg.

TES The First Years at School 2nd Edn is a practical and reflective discussion of the education of 4 to 8 year olds based on a sympathetic recognition of the complexities of being an early years teacher Angela Anning begins by reviewing the historical and ideological traditions of British infant and primary schools tracing how we have reached the position where teachers feel themselves to be torn between child centered and utilitarian demands in educating young children She then provides a detailed and authoritative critique of recent thinking about the cognitive social and emotional development of children and explores the complexities of teachers roles She discusses the organization of the classroom the structuring of learning in the school day and the content of the curriculum She tackles the implications of the series of changes in the National Curriculum Orders and the national assessment systems for seven year olds and their impact on pre fives and children with special educational needs The second edition brings the debate about the post Dearing Key Stage One curriculum and its implications for pre school education bang up to date This will be vital reading for both student and practising teachers of young children

**Teaching and Learning in the Early Years** David Whitebread,Penny Coltman,2008-03-06 How can we help children to become independent learners The third edition of this invaluable companion for Early Years practitioners provides a broad ranging and up to date review of current thinking and best practice within Foundation Stage and Key Stage 1 education Based on the basic truth that an effective Early Years curriculum must start with the children this book focuses on their needs and their potential The best teaching must have a strong element of fun wonder and excitement David Whitebread and Penny Coltman show how play is a crucial part of this Each chapter combines a review of important principles with practical and inspiring classroom examples This third edition has been fully revised and updated in light of the introduction of the Early Years Foundation Stage and includes completely new chapters concerned with classroom organisation to support independent learning outdoor learning speaking and listening and mathematics in the early years The authors review all major areas of the Foundation Stage and Key Stage 1 curriculum and a range of basic issues and principles including an analysis of current research into how children learn discussions of general issues such as classroom organisation curriculum management and assessment a detailed section on play and language chapters covering individual curriculum areas across all six Foundation Stage areas of learning and across the areas of the Key Stage 1 National Curriculum The book is essential reading for all Foundation Stage and Key Stage 1 trainee teachers their tutors and mentors and serving teachers working with children in the three to seven age range wishing to reflect upon and develop their practice

**Multicultural Children in the Early Years** Peter Woods,Mari Boyle,Nick Hubbard,1999-01-01 How do multicultural children and their parents experience the very beginning of their school careers How do teachers mediate the demands of the educational system and how do the children adapt What kind of access to the National Curriculum is offered to multicultural children In answering these questions the authors draw on two years intensive research in three multi ethnic institutions They explore teachers values and beliefs and how they attempt to put them into practice They describe how at

times teachers were constrained to get things done because of pressures operating on them but at other times taught creatively in a way particularly relevant to the children's concerns and cultures

*Policy Issues in the Early Years* Linda Miller, Denise Hevey, 2012-01-20 Providing a unique and critical insight into some of the most significant issues affecting Early Years Policy this book has chapters from leading authorities and researchers in the field and draws on current research addresses key debates and considers international perspectives Topics covered include policy making poverty disadvantage and social exclusion promoting infant mental health safeguarding and well being enhancing children's potential parenting policies and skills national strategies versus professional autonomy the marketisation of early years provision democracy as a fundamental value in Early Years Taking a critical perspective and written in an accessible style the book is relevant to all levels of Early Years courses from Foundation Degree to Masters The reader is encouraged to engage with debates and to develop their own views and opinions With staggered levels of Further Reading the editors and contributors provide a rich source of material that encourages reflection and promotes progression Linda Miller is Professor Emeritus of Early Years The Open University Denise Hevey is Professor of Early Years The University of Northampton

**Early Childhood Services** Penn, Helen, 1999-12-01 This book explores the relationships between theory policy and practice in early childhood services Although primarily focused on the UK it draws on contributions from Europe and further afield to explore the strengths and limitations of present practices and suggests ways in which new initiatives might be developed

*A Critical Companion to Early Childhood* Michael Reed, Rosie Walker, 2014-11-03 In this stimulating and provocative book the editors have drawn together a diverse and international range of respected authors each of whom has taken a critical approach to the contentious question of how you define and achieve quality early childhood services It is a book designed to provoke and promote critical dialogue and discourse amongst practitioners and students through critical engagement with the position of the authors within the text I believe anyone who reads this book will be inspired and motivated to challenge and extend their thinking and professional practice adopting the critical stance which lies at the heart of quality services for children and families Professor Chris Pascal Director of Centre for Research in Early Childhood CREC Early childhood is a complex and important area of study where it is important to develop your critical thinking and reflect upon key issues This book will help do both It explores interrelated topics such as Child development Play Safeguarding Professionalism Curriculum and Policy Each chapter will not only engage with what you need to know but help you develop your academic skills The book also comes with lots of online resources and include Podcasts from the authors of each chapter so you can better understand the key concepts PowerPoints to help you revise the essential information Journal articles related to each chapter provide further reading Michael Reed and Rosie Walker are both Senior Lecturers in Early Childhood at the Institute of Education University of Worcester

*Informing Transitions In The Early Years* Dunlop, Aline-Wendy, Fabian, Hilary, 2006-12-01 This book aims to bring attention to children's experiences of personal and curricular transitions in early childhood from entry to group

settings outside home to joining playgroup or nursery school and on into the early years of formal education      Creativity and Early Years Education Anna Craft,2002-12-31 Creativity is firmly embedded in curricular exam and inspection schemes Focusing on children aged three to eight this book discusses the teaching of creativity explaining the implications for practice theory and policy through a consideration of pedagogy curriculum learning and assessment      **Dyslexia in the Early Years** Dimitra Hartas,2013-01-11 Packed full of activities real life case studies tasks and suggestions this informative book will equip teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively Tackling the subject in a clear and realistic way the author encourages teachers to think critically in terms of the changing nature of special educational needs and teaching and learning in early years She addresses a variety of classroom issues such as assessment and identification of dyslexia summarising and commenting on current debates exploring the links between dyslexia language and social and emotional development the most effective instructional methods and teaching styles conducive to supporting pupils with dyslexia in early years settings In addition the book considers the implications of current research for everyday classroom practice makes recommendations for employing technologies and for accessing web based information and resources      **Early Childhood Grows Up** Linda Miller,Carmen Dalli,Mathias Urban,2011-11-08 Once the Cinderella of the education system early years education has evolved into a much more substantially funded sector with staff experiencing greater opportunities for higher level training and education as well as increasing demands This book reflects practitioner debates about fundamental questions such as whether or not their field of work is a profession at all Two key arguments are presented The first is that early years education has matured to the point that pedagogical and regulatory frameworks have been introduced and linked to a terminology of professionalism This has opened up a space for early years practitioners as insiders of this historically undervalued sector to question the nature of their practice The questioning leads to the second argument the need for a new future for early years education marked by a critical ecology of the profession This is a future in which educators maintain an attitude of critical enquiry in all aspects of their role assessing the genuine needs of the sector factoring in the different political and cultural milieux that influence it and acting to transform it In exploring the issues this book begins by recording in detail the daily work of early years educators from six countries Australia England Finland Germany New Zealand and Sweden These case studies explore what it means to act professionally in a particular context perceptions of what being a professional in early childhood education means including practitioners self perceptions and external perspectives and common features of practice in each context It moves on to analyse the wider socio political forces that affect this day to day practice and recommends that practitioners act as transformative agents informed by the political and social realities of their time      *An Introduction to Early Childhood* Tim Waller,Geraldine Davis,2014-04-23 Put together by an outstanding author team including many authors from the University of Northampton *An Introduction to Early Childhood* is a much loved book that helps you explore all the major themes in early years education

and care while providing you with real insight into the changing world of early childhood To further support your study this edition has been expanded to include five new chapters including The History of Childhood Play and Creativity Children and the Media Leadership and Management and Reflective Practice This book further supports your study with outstanding learning features including Chapter objectives and introduction immediately introduce you to chapter concepts saving you time More case studies provide deeper insight into how theory works in practice Research in context boxes show how recent research is changing the world of early years Reflective questions encourage you to think like a reflective practitioner Chapter summaries aid your revision by recapping core concepts covered in each chapter Further reading and recommended websites direct you to additional resources to further support your study This book also comes with a new companion website with access a wealth of additional resources including Child Observation Videos give students a peek into a real Early Years settings and insight into child behaviour These track particular children at different stages in their development showing videos of the children 12 months apart in order to observe their development Great basis for seminar discussions and student assignments Employability podcasts providing hints and tips about going on your first placement and getting your first job Podcasts from chapter authors providing deeper insight into key topics Free SAGE Journal Articles to deepen students understanding on core topics Web links directing to useful websites for further study and support in practice

*Mathematics Through Play in the Early Years* Kate Tucker, 2010-03-31 Drawing directly on the classroom practice of the author Kate Tucker this work will give teachers exciting ideas for using play to teach early years mathematics

Assessment and Documentation in Early Childhood Education Maarit Alasuutari, Ann-Marie Markström, Ann-Christine Vallberg-Roth, 2014-01-21 Documentation in early childhood education is typically seen as a means to enhance the quality of care and education and as a way to take account of the child's view Assessment and Documentation in Early Childhood Education considers the increasing trend towards systematic child documentation especially in early childhood institutions The authors present ways in which assessment and evaluation is done sometimes explicitly but more often implicitly in these practices and explore its means aims forms and functions They also examine the rationalities of child documentation from the perspective of professional practice and professionalism and suggest that documentation and assessment practices can weaken and constrain but also empower and strengthen teachers children and parents Topics explored include Different forms of documentation and assessment Documentation and listening to the children Dilemmas of assessment and documentation Participation by children Involvement of parents This timely book will be appealing for those studying in the field of early childhood education teacher education special education general education social work counselling psychology sociology childhood studies and family studies

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