

Park Brow Community Primary School

Starfish Curriculum Map 25-26 (Long Term Plan)

Our curriculum in Starfish places a high focus on the Prime Areas of the Early Years Foundation Stage statutory guidance. We believe that Speaking & Listening is the fundamental key to achieving success across the curriculum and that spoken language underpins the development of reading and writing. It is our intention to enable every child to be a confident communicator. We have used the same topics throughout Starfish & Nursery in order to give the children the opportunities to revisit the themes. We have based the learning around books that will be shared with the children. We have taken the curriculum objectives from Development Matters and within Starfish we don't expect children to all learn at the same rate so we have not assigned certain objectives to certain terms but would like children to achieve them all by the end of their time in Starfish. As children experience and achieve our intended objectives, they will be given opportunities to revisit and embed these skills and apply their knowledge. As a result, we are continually reinforcing them through quality interactions across the year within our continuous provision.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Let's Celebrate	Animal Magic	Sowing & Growing	Minibeasts	The Seaside
Which season are we in?	Autumn		Winter	Spring		Summer
Books	Whisper, Shout, Let it Out I Love Me Owl Babies Peepo	Happy Birthday Maisy Maisy's Surprise Birthday Party That's not my Christmas Collection	Dear Zoo Maisy's Animals My First Animals	Jasper's Beanstalk Sam Plants a Sunflower Sunflower Shoots & Muddy Boots	The Hungry Caterpillar The Very Hungry Caterpillar's Bug Hunt	Find Spot at the Beach Pop Up Peekaboo! Under the Sea
	Autumn – Gerda Muller	Winter – Gerda Muller	1,2,3 What Can You See in Winter	Spring – Gerda Muller	1,2,3 What Can You See in Spring	Summer – Gerda Muller
Stories through puppets	3 Billy Goats Gruff	The Gingerbread Man	Goldilocks & the 3 Bears	Jack & the Beanstalk	3 Little Pigs	The Boy Who Cried Wolf
Communication and Language	*Generally focus on an activity of their own choice and find it difficult to be directed by an adult *Listen to other people's talk with interest but can easily be distracted by other things * Make themselves understood and can become frustrated when they cannot * Start to say how they are feeling, using words as well as actions * Start to develop conversation, often jumping from topic to topic * Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' * Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'* Listen to simple stories and understand what is happening, with the help of the pictures * Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple' * Understand and act on longer sentences like 'make teddy jump' or 'find your coat' * Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')					
Personal, Social and Emotional	* Find ways to calm themselves, through being calmed and comforted by their key person * Establish their sense of self * Express preferences and decisions. They also try new things and start establishing their autonomy *Engage with others through gestures, gaze and talk *Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink * Find ways of managing transitions, for example from their parent to their key person * Thrive as they develop self-assurance * Look back as they walk away from their key person *Look for clues about how to respond					

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	<p>to something interesting * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available * Feel strong enough to express a range of emotions * Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums * Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front * Be increasingly able to talk about and manage their emotions * Develop friendships with other children * Safely explore emotions beyond their normal range through play and stories. * Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." * Learn to use the toilet with help, and then independently.</p>
Physical	<p>* Clap and stamp to music * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls * Build independently with a range of appropriate resources * Walk, run, jump and climb – and start to use the stairs independently * Sit on a push-along wheeled toy, use a scooter or ride a tricycle * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress * Eat independently and learn how to use a knife and fork * Develop manipulation and control * Explore different materials and tools.</p>
Literacy	<p>* Enjoy songs and rhymes, tuning in and paying attention * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo * Say some of the words in songs and rhymes * Copy finger movements and other gestures * Sing songs and say rhymes independently, for example, singing whilst playing * Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone * Repeat words and phrases from familiar stories * Ask questions about the book. * Make comments and shares their own ideas * Develop play around favourite stories using props * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo * Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p>
Maths	<p>* Combine objects like stacking blocks and cups. Put objects inside others and take them out again * Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items * Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence * Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' * Climb and squeeze themselves into different types of spaces * Build with a range of resources * Complete inset puzzles * Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' * Notice patterns and arrange things in patterns</p>
Understanding the World	<p>Science: Explore materials with different properties * Explore natural materials, indoors and outside * Explore and respond to different natural phenomena in their setting. RE: Make connections between the features of their family and other families * Notice differences between people.</p>
Expressive Art and Design	<p>Music: Move and dance to music * Anticipate phrases and actions in rhymes and songs, like 'Peepo' * Explore their voices and enjoy making sounds * Join in with songs and rhymes, making some sounds * Make rhythmical and repetitive sounds * Explore a range of soundmakers and instruments and play them in different ways * Notice patterns with strong contrasts * Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Art: * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. DT: * Explore different materials, using all their senses to investigate them * Manipulate and play with different materials * Use their imagination as they consider what they can do with different materials * Make simple models which express their ideas.</p>

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Being imaginative: *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.