

EYFS Curriculum Map

Areas of Learning	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Possible Themes/Interests /Lines of Enquiry	<u>Amazing Me</u> -Autumn -Harvest -Family -Myself -Healthy Eating -Looking after our bodies and teeth -Mindfulness/wellbeing	<u>Celebrations</u> -Autumn/Winter -Bonfire Night -Diwali -Remembrance Day -Birthdays -Christmas story -Christmas and birthdays around the world	<u>People and Communities</u> -Winter -Weather -Chinese New Year -DT Project- Emergency vehicle model	<u>The World Around Us</u> -Shrove Tuesday -Easter -Spring -Planting/Gardening -Farm trip	<u>All Creatures Great and Small</u> -Frog/butterfly/plant life cycle -Summer -Change/colour/state -Growth -Arts Week	<u>Journeys</u> - Summer -Change/Transition -Reflection -Poetry -Past and Present
Books to Supplement Learning (Not limited to) This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout	-All About Me by Debbie MacKinnon and Anthea Sieveking -Owl Babies by Martin Waddell -The Colour Monster by Anna Llenas -Monkey Puzzle by Julia Donaldson -Pumpkin Soup by Helen Cooper -The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey	-The Secret Birthday Message by Eric Carle. -Jesus' Christmas Party by Nicholas Allan -Dream Snow by Eric Carle -Kipper's Birthday by Mick Inkpen -The Birthday Invitation by Lucy Rowland and Laura Hughes -Mungo Monkey has a Birthday Party by Lydia Monk	-Emergency! By Margaret Mayo -Fire-fighters (People Who Help Us) by Claire Oliver -We work at the hospital by Angela Aylmore -What the Ladybird Heard by Lydia Monks -Flashing Fire Engines by Tony Mitton & Ant Parker -People Who Help Us non-fiction information books	-Plants non-fiction information books -Jasper's Beanstalk by Nick Butterworth and Mick Inkpen -The Tiny Seed by Eric Carle -Ten Seeds by Ruth Brown -Mr -Wolf's Pancakes by Jan Fearnley -Books about Easter	-Tadpole's Promise by Jeanne Willis -Bee by Patricia Hegarty -Aaaarrgghh. Spider! By Lydia Monks -Tad by Benji Davies -Minibeast non-fiction information books -Bog Baby by Jeanne Willis -Snail Trail by Ruth Brown -The Very Hungry Caterpillar by Eric Carle	-Mr Gumpy's Motor Car by John Birmingham -The Train Ride by June Crebbin -You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck -Oi! Get Off Our Train by John Burningham
Communication and Language	-Understand how to listen carefully and why listening is important. -Engage in story times. -Learn new vocabulary. -Use new vocabulary through the day. -Learn rhymes, poems, and songs.	-Ask questions to find out more and to check they understand what has been said to them. -Develop social phrases. -Engage in story times. -Listen carefully to rhymes and songs, paying attention to how they sound.	-Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	-Describe events in some detail. -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. -Use new vocabulary in different contexts.	-Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Use new vocabulary in different contexts.
Physical Development	-Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	-Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	-Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	-Combine different movements with ease and fluency. -Develop the foundations of a handwriting style which is fast, accurate and efficient.	-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
-Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. -Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.						

	<p>-Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>-Develop overall body-strength, balance, co-ordination, and agility</p>					
Personal, Social and Emotional Development	<p>-See themselves as a valuable individual.</p> <p>-Build constructive and respectful relationships.</p> <p>-Express their feelings and consider the feelings of others.</p>		<p>-Show resilience and perseverance in the face of challenge.</p> <p>-Identify and moderate their own feelings socially and emotionally.</p>		<p>-Think about the perspectives of others.</p> <p>-Manage their own needs.</p>	
	<p>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>					
Literacy	<p>-Read individual letters by saying the sounds for them.</p> <p>-Name writing- correct letter and case.</p> <p>-Pencil grip.</p> <p>-Writing initial sounds.</p>	<p>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>-Identifying initial and final sounds when writing</p>	<p>-Read some letter groups that each represent one sound and say sounds for them.</p> <p>-Read a few common exception words.</p> <p>-Writing simple words- cvc</p>	<p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words.</p> <p>-Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>-Labels and caption writing</p>	<p>-Form lower-case and capital letters correctly.</p> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>-Captions and simple sentences</p>	<p>-Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>-Some HF words are spelt correctly.</p> <p>-Re-read what they have written to check that it makes sense.</p>
Phonics (Bug Club Phonics)	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 4	Phase 4
Mathematics	<p>-Counting- cardinality, one to one and stable order principles.</p> <p>-Matching and sorting numerals 0-5.</p> <p>-Comparison of numbers – bigger/smaller.</p> <p>-Exploring patterns.</p>	<p>-Representing and forming number 0-5.</p> <p>-Composition -Partitioning using early number bonds.</p> <p>-Counting- One more one less.</p> <p>-2D shape.</p> <p>-Subitising.</p>	<p>-Calculating- finding the total of two groups.</p> <p>-Calculating- Addition within 10.</p> <p>-Mass and capacity.</p> <p>-Composition – partitioning using number bonds.</p> <p>-Counting- Numbers to 20.</p>	<p>-Length and height.</p> <p>-Composition-Number bonds to 10.</p> <p>-2D and 3D shape.</p> <p>-Subitising.</p> <p>-Calculating- Addition.</p> <p>-Calculating- Early subtraction.</p>	<p>-Counting patterns (odd/even etc).</p> <p>-Calculating-Addition.</p> <p>-Calculating- Subtraction.</p> <p>-Composition -Number bonds.</p> <p>-Subitising.</p> <p>-Time and Money.</p>	<p>-Calculating-Sharing and halving.</p> <p>-Calculating- Doubling.</p> <p>-Calculating- Addition and subtraction.</p> <p>-Number patterns.</p> <p>-Using a number line.</p> <p>-Composition- Number bonds.</p> <p>-Subitising.</p>
Understanding the World	<p>-Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p>	<p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>-Recognise some environments that are different to the one in which they live.</p>	<p>-Understand that some places are special to members of their community.</p>	<p>-Explore the natural world around them.</p>	<p>-Draw information from a simple map.</p> <p>-Comment on images of familiar situations in the past.</p> <p>-Compare and contrast characters from stories, including figures from the past.</p>
	<p>-Understand the effect of changing seasons on the natural world around them</p>					
Expressive Arts and Design	<p>-Develop storylines in their pretend play.</p>	<p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>-Create collaboratively sharing ideas, resources, and skills</p>	<p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>-Watch and talk about dance and performance art, expressing their feelings and responses</p>
	<p>-Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p>					