 Aberford C of E Primary School – EYFS – Curriculum Mapping 2022/2023

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|  | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| TopicsTBC by children’s interests | BaselineMarvellous Me | People Who Help UsChristmas | Winter – ice world Superheroes | Growing & Animals | Dinosaurs | The Seaside |
| Possible Enhancements | All about me areaBirthday party | Santa’s grottoDoctors | Superhero dress upIce world | VetsGarden centre | Dinosaurs eggsDinosaur small world | Travel AgentsSeaside |
| Festivals/Celebrations | Harvest FestivalAutumn | HalloweenBonfire NightRemembrance DayDiwaliAdventChristmas | WinterShrove TuesdayLentChinese New Year - tiger | SpringEasterWorld Book DayMother’s DaySt Patricks DaySt David’s Day | Dinosaur dayRamadanSt George’s Day | SummerSports DayTransition dayEidFather’s Day |
| Visits/Visitors | Build a Bear | Church visitVisit from the police/fire | Chinese New Year day with Class 2 | World Book Day – Y6 to read to usLocal walk | Visit to another religious building | Seaside day – in school |
| Nursery Rhymes/Song | Clap, clap hands, 1, 2, 3.Head, shoulders, knees, toes.If you’re happy and you know it.The magic porridge pot.Polly put the kettle on. | In and out the dusty bluebells. 5 little men in a flying saucer.5 currant buns.5 little monkeys.One elephant went out to play.5 little ducks went swimming. | Row, row, row your boat.Twinkle, twinkle little star.The wheels on the bus.Wind the bobbin up.The bear went over the mountain. | Old McDonald had a farm.10 fat sausages sizzling.10 green bottles.10 in a bed.Wiggly woo. | The animal fair.The animals went in 2 by 2.Down in the jungle.Hey diddle, diddle.Dinosaurs. | A sailor went to sea.Rub, a, dub, dub.There’s a hole in the bottom of the sea.When I was one. |
| Personal, Social, Emotional Development (Prime) | BaselineRules and routines.Sitting on the carpet.Managing basic hygiene.Making friends.Jigsaw – PSHE ‘Being me in my World’. | Managing basic hygiene.Taking turns.Listening to others.Talking about fears.Firework safety.Jigsaw – PSHE ‘Celebrating Difference’. | Working as a team.New routines.Solving problems.The Learning Pit – showing resilience and perseverance.Jigsaw – PSHE ‘Dreams and Goals’. | Safety/boundaries when using gardening tools.Trying new activities.Waiting for what they want.Focussed attention on the carpet.Jigsaw – PSHE ‘Healthy Me’. | Adapting behaviour to different situations.Showing sensitivity to others feelings.Responsibilities and jobs in class.Jigsaw – PSHE ‘Relationships’. | Transitions – dealing with change.Sharing learning with the class.Working as a team.Turn taking.Knowing right and wrong.Jigsaw – PSHE ‘Changing Me’. |
| Communication & Language (Prime) | BaselineDaily story time.Listening on the carpet.Holding a conversation.Making friends and relationships.Expressing ideas and feelings.Talking about own abilities and themselves.Spanish. | Daily story time.Listening on the carpet and responding.Holding a conversation with back and forth exchanges.Expressing ideas and feelings.Spanish. | Daily story time.Listening for longer on the carpet.Express themselves using full sentences.Guided reading.Spanish. | Daily story time.Listening for longer on the carpet.Express themselves using full sentences.Guided reading.Spanish. | Daily story time.Guided reading.Using new vocabulary from stories, poems and information books.Putting their hand up on the carpet.Talk for writing.Spanish. | Daily story time.Guided reading.Offering explanations.Using past, present and future tenses.Using conjunctions.Asking questions to clarify their understanding.Talk for writing.Spanish. |
| Physical Development (prime) | BaselineSticky kids. Funky fingers.Putting on coats, going to the toilet, getting changed for PE, using cutlery.How to be safe in the classroom and outside.Gross motor - negotiating space safely.Fine motor – pencil grip.PE with Castleford Tigers. | Dough disco & write dance. Funky fingers.Putting on coats, going to the toilet, getting changed for PE, using cutlery.Gross motor - moving energetically.Fine motor – using small tools. Pencil grip.PE with Castleford Tigers. | Dough disco & write dance.Fastening our zip independently.What to wear in the winter.Gross motor - balance and coordination.Fine motor – drawing and forming recognisable letters.PE with Castleford Tigers. | Keeping healthy and safe.Gross motor – developing strength.Fine motor – using a tripod grip. Letters formation.PE with Castleford Tigers.Gardening as part of topic. | Gross motor – developing strength.Fine motor – using a tripod grip. Writing on the line.Sun safety.PE with Castleford Tigers. | Sun safety & healthy eating.Gross motor – developing strength in all areas. Moving in a variety of ways.Fine motor – using a tripod grip. Writing sentences on the line. Using a variety of small tools safely and effectively.PE with Castleford Tigers.Sports day. |
| Literacy | We’re Going on a Bear HuntTraditional Tale – Goldilocks and the Three Bears  | Traditional Tale – The Three Billy Goats GruffTopsy and Tim Meet the PoliceThe Jolly Christmas Postman | Supertato One Snowy Night  | The Very Hungry CaterpillarThe Tiny SeedOliver’s Vegetables | How to Look After Your Dinosaur Zog  | Tiddler The Snail and the Whale Lucy and Tom at the Seaside  |
| Literacy – skills/focus | BaselineRecognise own name. Begin to write their name. Join in with stories, rhymes and songs. Learn to continue a rhyming string. Telling stories using pictures. Mark making as letters are introduced in phonics. | Recognise and write own name. Join in with stories, rhymes and songs. Mark making, forming letters/drawing. Writing CVC words/phrases containing the taught sounds. Begin to explore fiction and non-fiction texts. Sequence pictures from familiar stories. | Begin to use phonic knowledge to write simple words/phrases. Writing for different purposes.Select books independently and retell own stories.Explore non-fiction texts. | Hearing sounds as they write. Writing captions and labels independently.Links sounds to letters when writing. Reading simple words/phrases independently, attempting to link words and read a statement.Explore non-fiction texts and poetry. | Writing statements and sentences with meaning – spelling words phonetically. Labels pictures independently. Reading focus- Enjoys a range of different texts.Reads words and sentences for meaning. | Write short sentences with meaning – spelling words phonetically and demonstrating awareness of punctuation. Spelling phase 2, 3 & 4 tricky words correctly. Application of phase 2 & 3 in their reading and writing. Enjoys a range of different texts. Reads words and sentences for meaning. |
| Phonics | BaselinePhase 1 / Phase 2 | Phase 2 | Phase 3 | Phase 3 | ConsolidationPhase 4 | Phase 4Phase 5 |
| Maths | BaselineJust Like Me! – Phase 1 on White Rose Maths: Positional languageTimes of the dayMaths and sortCompare amountsSize, mass and capacityExploring pattern | It’s Me 1, 2, 3! – Phase 2 on White Rose Maths:Representing 1, 2, & 3Comparing 1, 2, 3Composition of 1, 2, 3Circles and trianglesPositional languageLight and Dark – Phase 3 on White Rose Maths:Representing to 5One more and one lessShapes with 4 sidesTime | Alive in 5! – Phase 4 on White Rose Maths:Introducing zeroComparing numbers to 5Composition of 4 & 5Comparing mass and capacityGrowing 6, 7, 8 – Phase 5 on White Rose Maths:6, 7 & 8Making pairsCombining 2 groupsLength and heightTime | Building 9 & 10 – Phase 6 on White Rose Maths:9 & 10Comparing numbers to 10Bonds to 103D shapesPattern (2)Consolidation | To 20 and Beyond – Phase 7 on White Rose Maths:Building numbers beyond 10Counting patterns beyond 10Spatial reasoning (1)Match, rotate and manipulateFirst, Then, Now – Phase 8 on White Rose Maths:Adding moreTaking awaySpatial reasoning (2)Compose and decompose | Find my Pattern – Phase 9 on White Rose Maths:DoublingShaping and GroupingEven and OddSpatial reasoning (3)Visualise and buildOn the Move – Phase 10 on White Rose Maths:Deepening understandingPatterns and relationshipsSpatial reasoning (4)Mapping |
| Understanding the World | BaselineMarvellous Me – our birthdays, our school, family routines, looking at who we live with, the past and now, religious and cultural differences between us all, making friends with others who are different to us.Technology – taking photos on the iPads, drawing a self-portrait on paint, phonics play.Exploring the natural world through Autumn and Harvest Festival. | People who help us – looking at different jobs and roles in society.Visit from police/fire.Technology – creating firework noises using record on the iPads, using the light box to explore Diwali and Bonfire night, BeeBots app.The season of winter –changing weather.Remembrance Day & Bonfire night – understanding the past.Christmas.Diwali.Church visit. | Chinese New Year.LentShrove Tuesday.The season of winter –changing weather and exploring ice.Technology - using the iPads to take pictures of the weather to create a weather diary. Creating our own superhero characters using paint or Purple Mash. | Growing and animals – exploring the natural world, making observations, drawing plants and animals, contrasting our environment to another part of the world.Technology – taking pictures of our growing plants. E: Safety.The season of Spring – observing changes to the natural world. Planting seeds.Easter.St Patricks Day.St David’s Day. | Dinosaur topic – how they became extinct. What the world was like when dinosaurs were alive.Technology – researching dinosaurs.Visiting a religious building.St George’s Day.Ramadan. | The Seaside topic – how the Great British seaside has changed over time, the RNLI, how to be safe at the seaside, what we like to do there. Look at pollution to the ocean.The season of Summer.Technology – using a laptop. Being safe online. Creating a story using the iPads.Eid. |
| Expressive Art & Design | BaselineSinging nursery rhymes.Music lessons – charanga.Through provision.Role-play area – our homes.Harvest/Autumn artwork.Self-portraits.Listening to different stories. | Through provision.Music lessons – charanga.Performing and signing in the Nativity play.Joining in with different stories.Christmas cards.Firework artwork.Poppy artwork.Enhanced role-play area – Santa’s Grotto. | Through provision.Music lessons – charanga.Recounting stories in Literacy.Winter artwork.Designing superheroes. | Through provision.Music lessons – charanga.Easter cards.Singing songs for Easter.Artwork on growing and Spring.Enhanced role-play area – garden centre/vets. | Through provision.Music lessons – charanga.Changing the ending to traditional tales.Summer artwork.Drawing dinosaurs.Small world dinosaur area enhancement. | Through provision.Music lessons – charanga.Writing their own stories in Literacy.Seaside artwork.Enhanced role-play area – the seaside. |
| RE – linked to UW and PSED. | F:1 Where do we live and who lives there?F:2 How are special times celebrated? | UC F2: Incarnation. Why do Christians perform Nativity plays at Christmas? | F:3 What places are special and why?F:4 How are special times celebrated? | UC F3: Salvation.Why do Christians put a cross in an Easter garden? | F:5 What makes a good helper and who helps us?F:6 What do believers believe about creation? | UC F1: God/Creation Why is the word ‘God’ so important to Christians? |
| Spanish – linked to C&L | Colours | Colours | Numbers | Numbers | Classroom commands | Classroom commands |
| PSHE – linked to PSED | Being in my World | Celebrating Differences | Dreams and Goals | Healthy me | Relationships | Changing me |
| Music –linked to EAD | Me! | My stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind, Replay |