



# Deepdale Community Primary School – EYFS2 (Reception)

## Curriculum Map 2024-2025



	Topic/Theme	Autumn 1 My World and Me!	Autumn 2 Sparkle and Shine (Celebrations)	Spring 1 Frozen World (Winter)	Spring 2 Traditional Tales (Spring & Journeys)	Summer 1 Life Cycles	Summer 2 Me in My World!
Texts	Core Text	<p><b>Fiction:</b></p> <p>Shark in the Park</p> 	<p><b>Fiction:</b></p> <p>Cock-a-Moo-Moo</p>  <p>The Best Christmas Present Ever</p> 	<p><b>Fiction:</b></p> <p>Jack Frost</p> 	<p><b>Fiction:</b></p> <p>Three Billy Goats Gruff</p>  <p>Goldilocks and the Three Bears</p> 	<p><b>Fiction:</b></p> <p>Jack and The Beanstalk</p> 	<p><b>Non-fiction:</b></p> <p>Mad About Minibeasts</p>  <p><b>Fiction:</b></p> <p>Emma Jane's Aeroplane</p> 



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	<b>Supplementary Texts</b>	Nursery Rhymes Class Texts (Bumblebees, Butterflies, Ladybirds)  <b>Non-fiction:</b>	<b>Non-fiction:</b> The Best Diwali Ever – Sonali Shah The Most Exciting Eid – Zeba Talkhani	<b>Non-fiction:</b> Winter – I love the Seasons	<b>Stories from religion:</b> The Easter Story	<b>Non-Fiction:</b> What’s Inside a Flower	<b>Non-fiction:</b> Mad About Minibeasts Salvatore Rubbino
<b>Prime Areas</b>	<b>Communication and language</b>	Listen to others Interact with other people in play Speak clearly	Develop language skills through structured and unstructured discussions	Retell stories Develop vocabulary through story telling	Connect oral and written language Explain and talk about experiences	Using tenses Narrative – language of stories Respond to stories and questions	Following instructions Answer how and when questions Talk about favourite parts of a story
		<b>Communication and Language skills will be taught through all the areas of learning</b>					
	<b>Performance</b>	Nursery Rhymes	Nursery Rhyme Concert  Christmas Production	Winter Performance to reception classes	Spring Performance to Year 1	Summer Performance to year 1	Minibeasts Poem and Summer Picnic



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<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>		<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen to others (adults);</li> <li>- Maintain attention in different contexts;</li> <li>- Attend to other people both familiar and unfamiliar;</li> <li>- Respond to and answer “where”, “how” and “why” questions about self and own experiences;</li> <li>- Ask and answer questions in different contexts including group activities, during play and daily routines.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Use the language of stories and rhymes to imagine and recreate ideas in different contexts.</li> </ul>		<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen and make some relevant responses;</li> <li>- Begin to ask questions about my surroundings;</li> <li>- Have conversations with my teachers and friends.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Talk confidently so that others understand them;</li> <li>- Explain why things might happen from stories, non-fiction and rhymes;</li> <li>- Take part in discussions in groups and 1:1.</li> </ul>		<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	
		<p><b>PE Theme:</b> <i>Simple games and special awareness</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p><b>PE Theme:</b> <i>Travelling – Gymnastics</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p><b>PE Theme:</b> <i>Celebrations – Dance</i></p>	<p><b>PE Theme:</b> <i>Travelling – Gymnastics</i></p>	<p><b>PE Theme:</b> <i>Space – Games</i></p>	<p><b>PE Theme:</b> <i>Sports Day – Athletics</i></p>
<p><b>Physical Development</b></p>	<p><b>Gross Motor</b></p>						
	<p><b>Fine Motor</b></p>	<p>Whole arm movements and mark making</p> <p>Dough Gym</p> <p>Introduction to/develop a range of tools – pencils, pens, scissors, paintbrushes, cutlery, tongs etc.</p>		<p><b>Mark making</b></p> <p>Dough Gym</p> <p>Develop the use of tools – pencils, pens, scissors, paintbrushes, cutlery etc.</p> <p>Continued handwriting</p>			



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		<p><b>Introduction of formation of letters –</b> <i>s a t p i n m d g o c k</i></p>	<p><b>Introduction of formation of letters –</b> <i>ck e u r h b f l</i></p>			
<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Negotiate space, have an awareness of own space.</li> <li>-Make shapes with arms and hand, legs and feet, wriggle and stretch elbows, wrist, fingers, knees, ankles, feet and toes.</li> </ul> <p><b>Fine motor Skills</b></p> <ul style="list-style-type: none"> <li>-Explore mark making using fingers and different media.</li> <li>-Use fine motor skills to use a range of tools competently, safely and confidently – Suggested tools : pencils for writing and drawing, paintbrushes, scissors</li> </ul>		<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Use fundamental movement skills to balance, travel, roll and jump;</li> <li>-Demonstrate some awareness of safety when travelling and using equipment;</li> <li>-Carry, pull and push equipment to where they need it to be.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Use a range of tools to make letters they know thinking about size, correct starting point and pressure.</li> <li>- (Handwriting – see writing non negotiables)</li> </ul>		<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</li> </ul>	
	<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Self-Awareness:</b> <i>How do I talk about me?</i></p>	<p><b>Friendships:</b> <i>How can I make friends?</i></p> <p><b>Anti-bullying Week:</b> <i>Something Else by Kathryn Cave</i></p>	<p><b>Health and Self Care:</b> <i>How can I keep myself Healthy?</i></p> <p><b>Safer Internet day:</b> <i>Together for a better internet</i></p>	<p><b>People and Communities:</b> <i>What do I know about my local community and the people who live there?</i></p>	<p><b>Friendships:</b> <i>What family events do I enjoy?</i></p>



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	<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b>Self - regulation</b></p> <ul style="list-style-type: none"> <li>- Understand and follow simple rules;</li> <li>- Initiate and understand the rules of social convention.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Manage own personal hygiene, dressing and undressing;</li> <li>- Take care of own belongings.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Share and take turns.</li> </ul>		<p><b>Self - regulation</b></p> <ul style="list-style-type: none"> <li>- Recognise that they have similar feelings to characters in books;</li> <li>- Play alongside others in different areas of the classroom.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Talk about different ways to manage conflicts with their friends.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work with others to complete a task with adult support;</li> <li>- Say what makes a good friend;</li> <li>- Recognise when someone including themselves is being a good friend.</li> </ul>		<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> </ul> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	
<p><b>Specific Areas</b></p>	<p><b>Literacy Texts</b></p>	<p>Shark in the Park</p>	<p>Cock-a-Moo-Moo</p> <p>The Best Christmas Present Ever</p>	<p>Jack Frost</p>	<p>Three Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p>	<p>Jack and The Beanstalk</p>	<p>Mad About Minibeasts</p> <p>Emma Jane's Aeroplane</p>
	<p><b>Phonics Phase</b></p>	<p><b>Phase 1 &amp; 2 Phonics</b> s a t p i n m d g</p>	<p><b>Phase 2 Phonics</b> o c k c k e u r h b f f l l l s s</p>	<p><b>Phase 3 Phonics</b> j v w x y z/zz qu ch sh th/th ng</p>	<p><b>Phase 3 Phonics</b> ai ee igh oa oo/oo ar or</p>	<p><b>Phase 3 Phonics</b> ur ow oi ear air ure er</p>	<p><b>Phase 4 Phonics</b> CVCC CCVC</p>



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Book Band	Lilac Books – Retelling stories Little Blending Books	Phase 2b	Phase 2b	Phase 3a	Phase 3b	Phase 3
<b>STARbooks</b>	<p>A Bit Lost</p> <p>The Colour Monster</p> <p>Oi! Frog</p> <p>Hug Me</p> <p>Night Monkey/Day Monkey</p> <p>Sweep</p> 	<p>Suddenly!</p> <p>We're Going on a Bear Hunt</p> <p>Odd Dog Out</p> <p>Rainbow Fish</p> <p>Twelve Dogs of Christmas</p> <p>Stickman</p> 	<p>The Great Race</p> <p>The Hare and the Tortoise</p> <p>Little Monkey</p> <p>Alan's Big Scary Teeth</p> <p>Peepo!</p> <p>Mr Wolf's Pancakes</p> 	<p>Little Red Hen</p> <p>Shhh!</p> <p>Use your imagination</p> <p>On The Way Home</p> <p>The Tiger Who Came To Tea</p> <p>The Princess and the Giant</p> 	<p>Greta And The Giants</p> <p>The Cave</p> <p>Can't You Sleep Little Bear?</p> <p>The Gruffalo's Child</p> <p>The Bad Tempered Ladybird</p> <p>The Very Hungry Caterpillar</p> 	<p>The Queens's Knickers</p> <p>Oliver's Vegetables</p> <p>Farmer Duck</p> <p>Oliver's Fruit Salad</p> <p>Giraffes Can't Dance</p> <p>Once There Were Giants</p> 



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<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b>Word Reading</b> Be secure at phase 2 phonics:</p> <ul style="list-style-type: none"> <li>- Read tricky words automatically e.g. the, to, I, no go</li> <li>- Orally blend and segment CVC words</li> <li>- Read aloud a phase 2 book</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retell parts of a familiar story in my own words</li> <li>- Answer simple retrieval questions about what has been read to me</li> <li>- Talk about what might happen next in our class story</li> <li>- Talk about the new vocabulary that I have learned</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Writing starts on the left of the page and finishes on the right.</li> <li>- Can tell you what some of the words they write say (may not be spelt correctly).</li> <li>- Write my name correctly, with a capital letter.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Use a range of writing tools to make marks and some letters with confidence.</li> <li>- Child's marks and letters are sized realistically i.e. not too big.</li> </ul>	<p><b>Word Reading</b> To be secure at phase 3a phonics:</p> <ul style="list-style-type: none"> <li>- Speedily decode unfamiliar words</li> <li>- Read tricky and high frequency words automatically</li> <li>- Read aloud a phase 3a book independently</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Enjoy and talk about a wider range of stories, non-fiction, poems and rhymes</li> <li>- Answer simple retrieval questions about what they have read with adult support to help me find the clues</li> <li>- Tell you how they feel about a book.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Spell some CVC words with minimal adult support.</li> <li>- Write simple phrases that can be read by others.</li> <li>- Use spaces to separate some of my words.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Hold my pencil correctly.</li> <li>- Form at least half of the 26 graphemes correctly.</li> </ul>	<p><b>ELG: Comprehension</b> <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b> <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b> <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Year 1 Readiness:</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Answer simple retrieval questions about what they have read independently</li> </ul> <p><b>Word reading</b></p> <p>Be secure at phase 3 (a,b,c) phonics:</p> <ul style="list-style-type: none"> <li>- Read Phase 3 tricky and high frequency words</li> <li>- Read aloud <b>any</b> phase 3 book independently</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Say a sentence before they write it.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>- Form all 26 graphemes correctly.</li> <li>- Know that letters should sit on the line.</li> </ul>
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<p><b>Mathematics</b></p>	<p>Baseline assessment</p> <p><i>What is counting?</i></p> <p>1-5 Zero Sorting Ordering numerals Subitising Size</p> <p><u>Correspondence 5</u></p>	<p>Introducing composition and cardinality of 6-9</p> <p>Applying knowledge of 1-5 and 0 through:</p> <p>Bonds to 5: Partitioning <i>Part-part-whole</i> Bonds to 5: Hidden Numbers Time Prepositional language Shape One more/less Pattern</p> <p><u>Correspondence 10</u></p>	<p>Deep focus of numbers 6-9 including:</p> <p>Bonds Partitioning One more/ one less Hidden numbers Prepositional numbers Ordering Conceptual subitising (numbers beyond 5)</p> <p><u>Correspondence to 15</u></p> <p>Verbal counting to 20 (and beyond)</p>	<p>Applying knowledge of 0-10 through:</p> <p>Height and Length Weight 2D and 3D Shapes Doubling to 5 Pattern</p> <p><u>Correspondence 20</u></p>	<p>Recap to 10 Addition Subtraction Doubling Halving</p> <p>Verbal counting beyond 20 (recognise pattern system)</p>	<p><b>Revisit and Review</b></p> <p>ELG and readiness for year 1</p> <p>20 and Beyond! (teen numbers e.g. tens and ones)</p> <p>Doubling and Halving Grouping and Sharing Money</p>
<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of numbers up to 5;</li> <li>- Understand that the last number spoken is the size of the set;</li> <li>- Use the word zero to represent none;</li> <li>- Count out a set of objects from a larger set, with numbers up to 5;</li> <li>- Partition sets of objects up to 5 in different ways.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Count up to 10 objects moving each one as they are counted;</li> <li>- Recognise and order the numerals 0-5.</li> </ul>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of some numbers beyond 5;</li> <li>- Subitise quantities up to 5;</li> <li>- Count out a set of objects from a larger set, with numbers up to 10.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Count up to 20 objects moving each one as they are counted;</li> <li>- Recognise and order numbers up to 10;</li> </ul> <p><b>Number - graphics</b></p> <ul style="list-style-type: none"> <li>- Write numerals 0-5.</li> </ul>		<p><b>ELG: Number</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b>Year 1 Readiness</b></p> <ul style="list-style-type: none"> <li>- Identify how many tens and ones make up a number to 20;</li> <li>- Write numerals up to 10 and some beyond.</li> </ul>	
<p><b>Daily Number Focus</b></p>	<p>Counting Songs Correspondence</p>	<p>Cardinality and Ordinality up to 5</p>	<p>Conceptual Subitising</p>	<p>Cardinality and Ordinality up to 10</p>	<p>Automaticity of number bonds</p>	<p>Automaticity of number bonds</p>





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Understanding the World	Past and Present	History:					
		<b>Chronology:</b> <i>How we change.</i>  <b>Significant people:</b> <i>People who are important to me.</i>		<b>Chronology and using secondary sources:</b> <i>Houses: Old and New</i> <i>Concept of long ago</i>	<b>Artefacts:</b> <i>Link to literacy and curiosity cube.</i>	<b>Significant people:</b> <i>The Queen</i>	<b>Chronology and using secondary sources:</b> <i>Transport and Vehicles: old and new</i>
	People, Culture and Communities	Geography:					
			<b>Geography:</b> <i>Mapping and Fieldwork: My Classroom and School</i>		<b>Geography:</b> <i>Mapping/ Types of housing.</i>  <i>Where we live – Preston, my street.</i>	<b>Geography:</b> <i>Comparing contrasting localities (Walk around the local area)</i>	<b>Geography:</b> <i>Our world (landmarks)</i>
		R.E:					
		<b>R.E – Special Times</b> <i>How and why do we celebrate?</i>	<b>R.E – Special Stories</b> <i>Why are some stories special?</i> <i>What special messages can we learn from stories?</i>		<b>R.E – Special Places</b> <i>What buildings and places are special to different people?</i>	<b>R.E – Our Special World</b> <i>What is special about our world?</i>	
	Natural World	Science:					
		<b>Humans:</b> <i>Describe people who are familiar to them.</i> <i>Learn how to take care of themselves.</i>  <b>Scientific Enquiry: Classification:</b> <i>Sorting images of people according to their characteristics.</i>	<b>Light:</b> <i>Explore shadows</i>  <b>Scientific Enquiry: Observing over time:</b> <i>How does a toy's shadow change over the day?</i>	<b>Materials including changing materials:</b> <i>Observe, measure and record how materials change when cooled.</i>  <b>Scientific Enquiry: Comparative testing:</b> <i>How quickly do ice cubes melt in different areas of the playground?</i>	<b>Materials including changing materials:</b> <i>Observe, measure and record how materials change when heated.</i>  <b>Scientific Enquiry: Pattern seeking:</b> <i>How does the solidity of the egg change the longer it is boiling for?</i>	<b>Living things and their habitats:</b> <i>Explore the plants and animals in the surrounding natural environment.</i>  <b>Scientific Enquiry: Classification:</b> <i>Name and describe plants and animals in the school grounds/ woodlands.</i>	<b>Forces:</b> <i>Explore how to change how things work:</i> <i>Explore how objects move in wind and water.</i>  <b>Scientific Enquiry: Comparative testing:</b> <i>Compare how different paper aeroplanes fly.</i>
		Seasonal Change to be ongoing throughout the year					



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	<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b><u>Past and Present: Historical Development</u></b>          - Talk about key events in their lives;          - Order simple experiences they have had;</p> <p><b><u>People, Culture and Communities: Geographical Development</u></b>          - Talk about the features that they have experienced in their immediate environment;          - Find their way around their new school environment and say where things are including finding them on a simple map;</p> <p><b><u>People, Cultures and Communities Cultures and Beliefs</u></b>          - Find out what people do in their local environment;          - Talk about different celebrations and the things people do to when they celebrate.</p> <p><b><u>Natural World: Working Scientifically</u></b>          - Make observations and notice changes in the natural world around me;          - Ask questions to find things out about animals, plants, materials and the environment.</p>	<p><b><u>Past and Present: Historical Development</u></b>          - Explain what happened at the beginning and at the end of an event;          - Talk about how their life has changed.</p> <p><b><u>People, Culture and Communities: Geographical Development</u></b>          - Talk about features of streets that are different from their own;          - Notice changes my local environment.</p> <p><b><u>People, Cultures and Communities: Cultures and Beliefs</u></b>          - Describe people, places and objects saying what the same is and what is different;          - Talk about features of communities that are not my own.</p> <p><b><u>Natural World: Working Scientifically</u></b>          - Notice how things work, move and respond including animals, plants and materials;          - Use simple equipment to help me make observations.</p>	<p><b><u>ELG: Past and Present</u></b>          - Talk about the lives of the people around them and their roles in society;          - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;          - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>ELG: People, Culture and Communities</u></b>          - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;          - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;          - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b><u>ELG: The Natural World</u></b>          - Explore the natural world around them, making observations and drawing pictures of animals and plants;          - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;          - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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# Deepdale Community Primary School – EYFS2 (Reception)

## Curriculum Map 2024-2025



<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<b>Art:</b>					
		<b>Art focus: Drawing</b> <i>Self-Portraits</i>  <i>Frida Kahlo</i>  		<b>Art focus: Painting</b> <i>Artist – Monet</i> <i>Bridges</i>  		<b>Art focus: Collage</b> <i>Artist - Vincent Van Gogh</i> <i>Sunflowers</i>  	<b>Combined Art and DT focus: Sculpture</b>
		<b>Design Technology:</b>					
		<b>DT Focus: Basic Mechanisms</b> <i>Making 3D Christmas Trees</i>		<b>DT Focus: Food and Nutrition</b> <i>Porridge</i>			
	<b>Being Imaginative and Expressive</b>	<b>Music:</b>					
		<b>Music:</b> <i>Me! growing, homes, colour, toys, how I look</i>	<b>Music:</b> <i>Everyone: family, friends, people, music from around the world</i>	<b>Music:</b> <i>My Stories: growing, homes, colour, toys, how I look</i>	<b>Music:</b> <i>Our World (pitch)</i>	<b>Music:</b> <i>Big Bear Funk</i>	<b>Music :</b> <i>Reflect, Rewind and Replay!</i>



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<p><b>Checkpoints/ Assessment</b></p> <p><i>Children reaching a good level of development will be able to...</i></p>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Explore media and materials in different ways</li> <li>-Construct and join resources</li> <li>-Experiment and build with a range of construction resources</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Sing familiar Nursery Rhymes and songs</li> <li>-Use equipment and tools to build and make simple props</li> </ul>		<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Look after brushes and equipment</li> <li>-Change their work to get the effect they want</li> <li>-Mix and blend colours when they are printing and painting</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Listen and respond to different style of music;</li> <li>- Sing and play instruments within a song.</li> </ul>		<p><b>Creating with Materials ELG</b></p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive ELG</b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	
	<p><b>Enrichment</b></p>		<p>Autumn Welly Walk Bollywood Dancer Brilliant Book Awards Hindu Visitor Sikh Visitor</p>	<p>Doctor/ Nurse Visitor</p>	<p>Spring Welly Walk  Walk to a church</p>	<p>Williamson’s Park</p>