



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/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 -Aaaarrggh. 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 -Oil! Get Off Our Train by John Burningham
COEL The characteristics of effective learning will be embedded throughout the year through high quality interactions, routines and play.	Playing & Exploring Responds to new experiences that you bring into their attention. Active Learning Participate in routines. Begin to predict sequences because they know routines. Creating & Thinking Critically Take part in simple pretend play. Sort materials.	Playing & Exploring Plan and think ahead about how they will explore or play with objects. Active Learning Show goal directed behaviour. Creating & Thinking Critically Review their progress as they try to achieve a goal. Check how well they are doing.	Playing & Exploring Bring their own interests and fascinations into early years settings to help develop their learning. Active Learning Keep trying when things are difficult. Creating & Thinking Critically Know more so feel confident about coming up with their own ideas and make more links between those ideas.	Playing & Exploring Guide their own thinking and actions by referring to visual aids or talking to themselves whilst playing. Active Learning Begin to correct their mistakes themselves. Creating & Thinking Critically Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.	Playing & Exploring Make independent choices. Active Learning Review all the active learning points and focus on any the children are struggling with. Creating & Thinking Critically Use pretend play to think beyond the 'here and now' and to understand another perspective.	Playing & Exploring Review all the playing & exploring points and focus on any the children are struggling with. Active Learning Review all the active learning points and focus on any the children are struggling with. Creating & Thinking Critically Solve real problems.

Communication and Language	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	<ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Combine different movements with ease and fluency. -Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
<ul style="list-style-type: none"> -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. -Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop overall body-strength, balance, co-ordination, and agility 						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. 		<ul style="list-style-type: none"> -Think about the perspectives of others. -Manage their own needs. 		
<p style="text-align: center;">These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>						
Literacy	<ul style="list-style-type: none"> -Read individual letters by saying the sounds for them. -Name writing- correct letter and case. -Pencil grip. -Writing initial sounds. 	<ul style="list-style-type: none"> -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Identifying initial and final sounds when writing 	<ul style="list-style-type: none"> -Read some letter groups that represent one sound and say sounds for them. -Read a few common exception words. -Writing simple words-cvc 	<ul style="list-style-type: none"> -Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words. -Re-read these books to build up confidence in 	<ul style="list-style-type: none"> -Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Captions and simple sentences 	<ul style="list-style-type: none"> -Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. -Some HF words are spelt correctly.

				word reading, fluency, understanding and enjoyment. -Labels and caption writing		-Re-read what they have written to check that it makes sense.
Phonics (Bug Club Phonics)	Phase 2 See separate phonics overview	Phase 2/3 for more detailed planning.	Phase 3	Phase 3/4	Phase 4	Phase 4
Mathematics	-Counting- cardinality, one to one and stable order principles. -Matching and sorting numerals 0-5. -Comparison of numbers - bigger/smaller. -Exploring patterns.	-Representing and forming number 0-5. -Composition - Partitioning using early number bonds. -Counting- One more one less. -2D shape. -Subitising.	-Calculating- finding the total of two groups. -Calculating- Addition within 10. -Mass and capacity. -Composition - partitioning using number bonds. -Counting- Numbers to 20.	-Length and height. -Composition-Number bonds to 10. -2D and 3D shape. -Subitising. -Calculating- Addition. -Calculating- Early subtraction.	-Counting patterns (odd/even etc). -Calculating-Addition. -Calculating-Subtraction. -Composition -Number bonds. -Subitising. -Time and Money.	-Calculating-Sharing and halving. -Calculating- Doubling. -Calculating- Addition and subtraction. -Number patterns. -Using a number line. -Composition- Number bonds. -Subitising.
Understanding the World	-Talk about members of their immediate family and community. -Name and describe people who are familiar to them.	-Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries.	-Recognise some environments that are different to the one in which they live.	-Understand that some places are special to members of their community.	-Explore the natural world around them.	-Draw information from a simple map. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past.
	-Understand the effect of changing seasons on the natural world around them					
Expressive Arts and Design	-Develop storylines in their pretend play.	-Sing in a group or on their own, increasingly matching the pitch and following the melody.	-Return to and build on their previous learning, refining ideas and developing their ability to represent them	-Create collaboratively sharing ideas, resources, and skills	-Listen attentively, move to and talk about music, expressing their feelings and responses.	-Watch and talk about dance and performance art, expressing their feelings and responses
	-Explore, use, and refine a variety of artistic effects to express their ideas and feelings. -Explore and engage in music making and dance, performing solo or in groups.					