



# EYFS Curriculum Map

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 -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 -Oil! Get Off Our Train by John Birmingham
COEL  The characteristics of effective learning will be embedded throughout the year through high quality interactions, routines and play.	<b>Playing &amp; Exploring</b> Responds to new experiences that you bring into their attention. <b>Active Learning</b> Participate in routines. Begin to predict sequences because they know routines. <b>Creating &amp; Thinking Critically</b> Take part in simple pretend play. Sort materials.	<b>Playing &amp; Exploring</b> Plan and think ahead about how they will explore or play with objects. <b>Active Learning</b> Show goal directed behaviour. <b>Creating &amp; Thinking Critically</b> Review their progress as they try to achieve a goal. Check how well they are doing.	<b>Playing &amp; Exploring</b> Bring their own interests and fascinations into early years settings to help develop their learning. <b>Active Learning</b> Keep trying when things are difficult. <b>Creating &amp; Thinking Critically</b> Know more so feel confident about coming up with their own ideas and make more links between those ideas.	<b>Playing &amp; Exploring</b> Guide their own thinking and actions by referring to visual aids or talking to themselves whilst playing. <b>Active Learning</b> Begin to correct their mistakes themselves. <b>Creating &amp; Thinking Critically</b> Concentrate on achieving something that's important to them. They are increasingly able to	<b>Playing &amp; Exploring</b> Make independent choices. <b>Active Learning</b> Review all the active learning points and focus on any the children are struggling with. <b>Creating &amp; Thinking Critically</b> Use pretend play to think beyond the 'here and now' and to understand another perspective.	<b>Playing &amp; Exploring</b> Review all the playing & exploring points and focus on any the children are struggling with. <b>Active Learning</b> Review all the active learning points and focus on any the children are struggling with. <b>Creating &amp; Thinking Critically</b> Solve real problems.

				control their attention and ignore distractions.		
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Engage in story times.</li> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary through the day.</li> <li>-Learn rhymes, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Develop social phrases.</li> <li>-Engage in story times.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>-Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>-Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> </ul>	<ul style="list-style-type: none"> <li>-Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>-Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Combine different movements with ease and fluency.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<ul style="list-style-type: none"> <li>-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.</li> <li>-Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> <li>-Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon.</li> <li>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>-Develop overall body-strength, balance, co-ordination, and agility</li> </ul>						
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships.</li> <li>-Express their feelings and consider the feelings of others.</li> </ul>		<ul style="list-style-type: none"> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-Identify and moderate their own feelings socially and emotionally.</li> </ul>		<ul style="list-style-type: none"> <li>-Think about the perspectives of others.</li> <li>-Manage their own needs.</li> </ul>	
<b>Literacy</b>	<p>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p>					
	<ul style="list-style-type: none"> <li>-Read individual letters by saying the sounds for them.</li> <li>-Name writing- correct letter and case.</li> <li>-Pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>-Read some letter groups that represent one sound and say sounds for them.</li> <li>-Read a few common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-Form lower-case and capital letters correctly.</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>-Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>

	<ul style="list-style-type: none"> <li>-Writing initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying initial and final sounds when writing</li> </ul>	<ul style="list-style-type: none"> <li>-Writing simple words-cvc</li> </ul>	<ul style="list-style-type: none"> <li>-Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment.</li> <li>-Labels and caption writing</li> </ul>	<ul style="list-style-type: none"> <li>-Captions and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Some HF words are spelt correctly.</li> <li>-Re-read what they have written to check that it makes sense.</li> </ul>
<b>Phonics</b> (Bug Club Phonics)	<b>Phase 2</b> See separate phonics overview	<b>Phase 2/3</b> for more detailed planning.	<b>Phase 3</b>	<b>Phase 3/4</b>	<b>Phase 4</b>	<b>Phase 4</b>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Counting- cardinality, one to one and stable order principles.</li> <li>-Matching and sorting numerals 0-5.</li> <li>-Comparison of numbers - bigger/smaller.</li> <li>-Exploring patterns.</li> <li>-Subitising.</li> </ul>	<ul style="list-style-type: none"> <li>-Calculating- finding the total of two groups.</li> <li>-Calculating- Addition within 10.</li> <li>-Composition - Partitioning using early number bonds.</li> <li>-Counting- One more one less.</li> <li>-2D shape.</li> </ul>	<ul style="list-style-type: none"> <li>-Calculating- Addition.</li> <li>-Calculating- Early subtraction.</li> <li>-Composition - partitioning using number bonds.</li> <li>-Counting- Numbers to 20.</li> </ul>	<ul style="list-style-type: none"> <li>-Counting patterns (odd/even etc).</li> <li>-Length and height.</li> <li>-Composition-Number bonds to 10.</li> <li>-2D and 3D shape.</li> <li>-Subitising.</li> <li>-Calculating- Addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>-Calculating-Addition.</li> <li>-Calculating-Subtraction.</li> <li>-Composition -Number bonds.</li> <li>-Subitising.</li> <li>-Time and Money.</li> </ul>	<ul style="list-style-type: none"> <li>-Calculating-Sharing and halving.</li> <li>-Calculating- Doubling.</li> <li>-Calculating- Addition and subtraction.</li> <li>-Number patterns.</li> <li>-Using a number line.</li> <li>-Composition- Number bonds.</li> <li>-Subitising.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Comment on images of familiar situations in the past.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> </ul>
<ul style="list-style-type: none"> <li>-Understand the effect of changing seasons on the natural world around them</li> </ul>						
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>-Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul>	<ul style="list-style-type: none"> <li>-Create collaboratively sharing ideas, resources, and skills</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>-Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>
	<ul style="list-style-type: none"> <li>-Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					