



EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes and Topics	Baseline All About Me My family, my home and my feelings Autumn Hinduism	Our Wonderful World Fireworks & Firefighters Walking in the jungle Elves and the shoemaker Christmas	Homes Polar Regions My community The 3 Little Pigs	Animals Pets Farms Science Week	Growth Jack and the Beanstalk Growing seeds & plants	Transport Lifecycle of a butterfly Different ways to travel Transport in the past
Possible visits and experiences	Meet the teacher Autumn Walk	Christmas cinema visit (bus) Visit from firefighters	Winter Walk Little City	Science Week Spring Walk	Library visit	Summer Walk Forest School London Transport Museum
Personal, Social and Emotional Development	➤ See themselves as a valuable individual. ➤ Build constructive and respectful relationships. ➤ Manage their own needs. ➤ Express their feelings and consider the feelings of others.		➤ Show resilience and perseverance in the face of challenge.		➤ Identify and moderate their own feelings socially and emotionally. ➤ Think about the perspectives of others.	
	I am unique Making friends Safety in school Class rules E safety Manage personal hygiene Dental hygiene	How do you feel today? Thinking of others Growing up Firework safety Pantosaurus NSPCC Road safety	Friends Dental hygiene-how to brush your teeth The importance of sleep	Looking after our bodies People who help us Esafety	Loving others Healthy eating Dental hygiene- visiting the dentist Getting enough sleep Sensible screen time	Our community Looking after our world Sun safety Pantosaurus NSPCC Road safety
RSE – Life to the full (TenTen)	1. Religious understanding 2. Me, my body, my health 3. Emotional well-being 4. Life cycles		1. Religious understanding 2. Personal relationships 3. Keeping safe		1. Religious understanding 2. Living in the wider world	
Communication and Language	C&L is developed throughout the year through high quality interactions, daily group discussions, circles times, stories, singing, speech and language interventions (narrative therapy) and EYFS Christmas and Summer productions. The following statements are ongoing in Reception but have been split for extra focus.					
	➤ Understand how to listen carefully and why listening is important. ➤ Learn new vocabulary.		➤ Connect one idea or action to another using a range of connectives. ➤ Describe events in some detail.		➤ Articulate their ideas and thoughts in well-formed sentences. ➤ Engage in non-fiction books.	

	➤ Use new vocabulary through the day. ➤ 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 to and talk about stories to build familiarity and understanding. ➤ Listen carefully to rhymes and songs, paying attention to how they sound.		➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. ➤ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ➤ Learn rhymes, poems and songs.		➤ Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. ➤ Use new vocabulary in different contexts.	
	Learning how to sit, listen look etc Talking about me and my family. Asking questions about my new school and new friends. Join in with simple rhymes, poems and songs. Listening to new words.	Why is listening important? Listening to texts. Introducing talk structures, learning about sentences. Becoming a word collector- learning new words.	Asking questions to find out more. Speaking in sentences.	Being a word collector – using new vocabulary. Speaking in extended sentences.	Talking about sharing different journeys made. Describing and telling stories and events.	Widening our vocabulary. What am I proud of? How have I changed? Using talk to problem solve.
Physical development	➤ Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing ➤ ☑Develop the overall body strength, coordination, 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, knives, forks and spoons. ➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.		➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ➤ Combine different movements with ease and fluency. ➤ Further develop the skills they need to manage the school day successfully: - lining up and queuing – meal times personal hygiene. ➤ Progress towards a more fluent style of moving, with developing control and grace. ➤ ☑Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.		➤ Develop overall body-strength, balance, co-ordination and agility. ➤ 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- tooth brushing - sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian.	

	The children will have ongoing opportunities to develop their physical development throughout the year. Gross Motor Skills: Using the trim trail, multi skills courts, daily mile, wheeled toys, large scale construction, gardening mud kitchen, ball games, hula hoops, spinning cones and the scramble net. Fine Motor Skills: playdough disco, cutting, woodwork, drawing, painting, funky fingers activities.					
PE Lessons	Multi skills	Dance/Yoga	Gymnastics	Gymnastics	Games	Forest School
Literacy	➤ Read individual letters by saying the sounds for them. ➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ➤ Form lower-case and capital letters correctly. ➤ Read a few common exception words matched to the school's phonic programme.		➤ Read some letter groups that each represent one sound and say sounds for them. ➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ➤ Spell words by identifying the sounds and then writing the sound with letter/s.		➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ➤ Re-read what they have written to check it makes sense.	
Phonics <i>From April 2022 Little Wandle Letters and Sounds revised.</i>	Phonics: Revision of Phase 1 Phase 2 and start Phase 3		Phonics: Phase 3		Phonics: Phase 3 consolidation and Phase 4	
	Writing: name, labels, cvc spelling, simple sentences, lists		Writing: breaking the flow of speech into words, labels, captions, sentences, stories, story maps, letters		Writing: sentences, adjectives, stories, instructions, descriptions, recounts	
Possible key texts depending on the children's interests	Super duper you The Colour Monster Information books about Autumn and Hinduism	Information books about firefighters Monkey Puzzle Rumble in the Jungle The elves and the shoemaker Christmas stories	Lost and Found The Great Explorer Ernest Shackleton Book The Three Little Pigs	Mog and the vee ee tee Dear Zoo Farmer Duck Rosie's Walk Handa's Hen Sir David Attenborough information text	Jack and the Beanstalk Jasper's Beanstalk Oliver's Vegetables The Tiny Seed	The very hungry caterpillar Naughty Bus Mr Gumpy's Outing Amazing Aeroplanes Dick Whittington David Bowie Amelia Earhart Information text
Mathematics	➤ Count objects, actions and sounds. ➤ Link the number symbol (numeral) with its cardinal number value. ➤ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ➤ Compare length, weight and capacity.		➤ Subitise ➤ Compare numbers. ➤ Understand the 'one more than/one less than' relationship between consecutive numbers. ➤ Explore the composition of numbers to 10. ➤ Continue, copy and create repeating patterns.		➤ Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. ➤ Automatically recall number bonds for numbers 0–10. ➤ Count beyond ten.	

White Rose	Getting to know You! - Baseline 2- 3weeks Just like Me! (3weeks) Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern	It's me 123! (3 weeks) Representing 1,2,3 Comparing 1,2,3, Composition of 1,2,3 Circles and Triangles Positional Language Light and dark (3 weeks) Representing numbers to 5 One more and less Shapes with 4 sides Time	Alive in 5! (3 weeks) Introducing 0 Comparing number to 5 Composition of 4 & 5 Comparing mass and capacity Growing 6,7 and 8 (3 weeks) Making pairs Combining 2 groups Length & Height Time	Growing 6,7 and 8 6,7 and 8 Making pairs Combining 2 groups Length & Height Time Building 9 & 10 (3 weeks) Comparing numbers to 10 Bonds to 10 3D shape Pattern Consolidation	To 20 and beyond (3weeks) Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate and manipulate First,then, now (3 weeks) Adding More, Taking Away Spatial Reasoning Compose Decompose	Find my Pattern (3 weeks) Doubling Sharing & Grouping Even and Odd Spatial Reasoning Visualise and Build On the Move (3 weeks) Deepening Understand Patterns and Relationships Spatial Reasoning Mapping
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. ➤ Explore the natural world around them. ➤ Describe what they see, hear and feel whilst outside. ➤ Understand the effect of changing seasons on the natural world around them		➤ Comment on images of familiar situations in the past. ➤ Draw information from a simple map. ➤ Recognise some environments that are different to the one in which they live.		➤ Compare and contrast characters from stories, including figures from the past. ➤ Understand that some places are special to members of their community. ➤ Recognise some similarities and differences between life in this country and life in other countries.	
	My family People who help us in our community Signs of Autumn Hinduism	People who help us Firefighters then and now Jungle environment Floating & Sinking Design shoes Christmas presents in the past Christmas around the world	Polar Regions Frozen water and melting Ernest Shackleton Winter Homes now and then Making pancakes Lunar new year	Spring My community map Marie Curie (Science Week) Rosie's Walk – maps Handa's surprise – contrasting habitat Sir David Attenborough Life cycle of a robin	Weather Grow a variety of seeds and plants Making salads & cress sandwiches Growing plants in contrasting countries eg rice, coffee	Lifecycle of a butterfly observations Summer Transport in the past Transport around the world Different ways to travel in London Maps Bus journeys Amelia Earhart Transition to Year 1 – How have I changed in reception?
Celebrations	Birthdays Harvest Diwali	Guy Fawkes Remembrance Day Advent Christmas	Chinese New Year Shrove Tuesday Valentine's Day	Lent Easter	St George's Day May Procession	End of year celebration

Computing (From 2022 Mini Mash)	E safety	Mouse skills Using a drawing programme	Using the keyboard-typing skills	Using the walkie talkies	Beebot	Taking photos
Expressive Arts and Design	➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ➤ Create collaboratively sharing ideas, resources and skills. ➤ Listen attentively, move to and talk about music, expressing their feelings and responses. ➤ Develop storylines in their pretend play.		➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➤ Sing in a group or on their own, increasingly matching the pitch and following the melody.		➤ Watch and talk about dance and performance art, expressing their feelings and responses. ➤ Explore and engage in music making and dance, performing solo or in groups	
Expressive Arts and Design	Activities relating to topics that suit the needs and interests of the children. Possible creations include:					
	Portraits Family paintings Kandinsky's art PTA Christmas Cards Music – Nursery rhymes and familiar songs	Firework pictures Poppies Kandinsky art Henri Rousseau – Tiger in the storm Christmas cards & decorations Music – Christmas songs for production Watch the KS1 Nativity	Antarctica collages Junk modelling houses Pig painting (colour mixing) Polar bear pictures (chalk blending) Music – BBC Ten Pieces	Robin paintings Mother's Day cards Animal creations/collages Woodwork Music – Carnival of the Animals Watch the Passion Play	Observational drawings of plants, flowers, fruit and vegetables Flower collages Woodwork Music - Bob Marley – reggae music Watch a show at the theatre	Sunflowers – Vincent Van Gogh Exploring and creating with clay Junk modelling – vehicles Woodwork Music by David Bowie (local musician) Watch the Year 3 Strings Concert
RE The Way, the truth and the life	God's World Whole school Hinduism Week	God's family Whole school Sikhism Week	Getting to know Jesus Whole school Sikhism Week	Sorrow and Joy Whole school Islam Week	New Life Whole school Islam Week	Our Church Family Whole school Judaism Week