







Trawden Forest Primary EYFS Curriculum Map 2022-23

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Cross-curricular theme	Me and my world 	Light up the sky 	People who help us 	See how they grow 	Amazing animals 	On the move 
Predictable interests	Autumn Family	Bonfire night Halloween Diwali Christmas	Winter Chinese New Year Valentine's day	Spring Easter Pancake day	Seasons Animals	Holidays Beach/Park
Experiences/Visits and Visitors	Roald Dahl Day Parent Link - Stay and Play	Anti-bullying week Parent link - Nativity	Road Safety week Safer Internet Day Children's Mental Health week History Man Visitors- fire fighters/police Parent link - people who help us visits.	Butterflies British Science week Planting / growing World Book Day Parent link - Forest school stay and play Parent link - Mother's Day assembly Parent link - World Book Day	Visit to Thornton Hall Farm Park Ducklings Parent link - Father's Day/Coronation - Kite making (and other members of the family)	Sports Day Trawden Show Visit Blackpool beach- make sandcastles and eat ice creams Parent Link- end of year picnic, eat ice creams on the field with children and families
Characteristics of Effective learning	Playing and Exploring, Active learning & Creating and thinking critically - all aspects in every half term					
Personal, social and emotional development	Class rules and expectations	Talk about how others might feel.	Valuing difference - links to Children's mental health week.	Caring for creatures, looking after caterpillars.	Shows confidence in speaking to	Keeping safe at the seaside, use of sun cream.

	<p>Feelings and emotions (The Colour Monster).</p> <p>Express own feelings.</p> <p>Making new relationships.</p> <p>Sharing and taking turns.</p> <p>Independently use resources in provision to achieve a goal.</p> <p>Able to say if they are happy or sad.</p> <p>Managing own needs.</p> <p>Takes risks and tries new things.</p> <p>Blue learns to share.</p> <p>Blue's indoor voice.</p> <p>Blue's best friend. Orange feels worried.</p>	<p>Class rules and expectations and moderate behaviour accordingly.</p> <p>Sharing and taking turns</p> <p>Making new relationships</p> <p>Takes risks and tries new things.</p> <p>Orange Helps out.</p> <p>Purple watches the news.</p> <p>Yellow learns about germs.</p> <p>Yellow wants to play with orange.</p> <p>Rainbow feels angry.</p> <p>Pink feels sad.</p>	<p>Rules and why we have to follow them.</p> <p>Recognises the impact of their choices and behaviour on others.</p> <p>Recognises and values their individuality.</p> <p>Understand and enjoy the sense of belonging.</p> <p>Takes risks and tries new things.</p> <p>Blue explore road safety.</p> <p>Rainbows food journey.</p> <p>Pink's screen time.</p> <p>Red visits the dentist.</p>	<p>Shows confidence in speaking to others about needs, wants and opinions.</p> <p>Recognises and values their individuality.</p> <p>Shows resilience and perseverance in face of challenge.</p> <p>Recognises the impact of their choices and behaviour on others.</p> <p>Takes risks and tries new things.</p> <p>Green's greens.</p> <p>Orange brushes her teeth.</p> <p>Rainbow helps at home.</p> <p>Yellow's bedtime.</p>	<p>others about needs, wants and opinions.</p> <p>Recognises and values their individuality.</p> <p>Build respectful relationships.</p> <p>Shows resilience and perseverance in face of challenge.</p> <p>Talk about own and others' feelings, behaviour and consequences.</p> <p>Understand ideas of fairness and justice.</p> <p>Looks for ways to manage conflict.</p> <p>Takes risks and tries new things.</p> <p>Why does purple play differently?</p> <p>Rainbows day out. Red goes swimming.</p>	<p>Recognises and values their individuality.</p> <p>Shows resilience and perseverance in face of challenge.</p> <p>Talk about own and others' feelings, behaviour and consequences.</p> <p>Understand ideas of fairness and justice.</p> <p>Looks for ways to manage conflict.</p> <p>Purple the passenger.</p> <p>Yellow goes on holiday.</p> <p>Rainbow visits the seaside.</p> <p>Green is moving up a year.</p>
--	---	---	---	--	---	--

<p>Communication and language</p>	<p>Good sitting and listening</p> <p>Listens to familiar stories with interest.</p> <p>Joins in with repeated refrains.</p> <p>Listens to others in 1:1 or small groups when conversation interests them.</p> <p>Learn and use a wide range of vocabulary.</p> <p>Understands use of objects.</p> <p>Can retell a simple past event.</p> <p>Explain what is happening and what might happen next.</p> <p>Follow a two-part instruction.</p> <p>Sing a large repertoire of songs and rhymes. Engage with non-fiction text.</p>	<p>Pay attention to more than one thing at a time.</p> <p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Start a conversation with an adult or friend.</p> <p>Engage with nonfiction text.</p> <p>Beginning to understand why questions.</p> <p>Explain what is happening and what might happen next.</p> <p>Question why things happen and give explanations.</p> <p>Uses more complex sentences.</p> <p>Follow a two-part instruction.</p>	<p>Listen to a story and recall key points.</p> <p>Learn and use a wide range of vocabulary.</p> <p>Answer a two-part question.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Talk about familiar books.</p> <p>Engage with nonfiction text.</p> <p>Shows an understanding of prepositions such as under, on top, behind.</p> <p>Question why things happen and give explanations.</p> <p>Use different tenses.</p> <p>Talk in detail about things that are important.</p> <p>Engage with non-fiction text.</p>	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Engage with nonfiction text.</p> <p>Understands a range of complex sentences.</p> <p>Begins to understand humour.</p> <p>Understands who, why, when, where and how questions.</p> <p>Talk in detail about things that are important.</p> <p>Use language to imagine and recreate roles in play.</p>	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Understands a range of complex sentences.</p> <p>Listens and responds to ideas expressed by others in conversations and discussions.</p> <p>Understands who, why, when, where and how questions.</p> <p>Use language to imagine and recreate roles in play.</p> <p>Engage with nonfiction text.</p>	<p>Learn and use a wide range of vocabulary.</p> <p>Sing a large repertoire of songs and rhymes. Engage with non-fiction text.</p> <p>Follows a story without pictures of props.</p> <p>Listens and responds to ideas expressed by others in conversations and discussions.</p> <p>Understands who, why, when, where and how questions.</p> <p>Use language to imagine and recreate roles in play.</p>
--	---	--	--	---	---	--

<p>Physical Development</p>	<p>Dough disco</p> <p>Balance whilst carrying small objects on slopes / steps.</p> <p>Shows spatial awareness when running.</p> <p>Use a range of tools with one hand.</p> <p>Create lines and circles.</p> <p>Starting to independently use a knife and fork.</p> <p>Shows preference for a dominant hand.</p> <p>Fundamental movement skills.</p> <p>Increasing independence meeting own care needs.</p> <p>Core muscle strength when sitting on floor or table.</p>	<p>Dough disco</p> <p>Begin to have control of pencil.</p> <p>Increasingly independent getting dressed and undressed.</p> <p>Balance whilst carrying small objects on slopes / steps.</p> <p>Balance on one foot.</p> <p>Catch a range of objects.</p> <p>Shows spatial awareness when running.</p> <p>Create lines and circles.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Use a range of tools with one hand.</p> <p>FMS - How to catch a star.</p>	<p>Dough disco</p> <p>Balance on one foot.</p> <p>Catch a range of objects.</p> <p>Use a range of tools with one hand.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Increasing independence when using a knife and fork.</p> <p>Increasing independence meeting own care needs.</p> <p>FMS - Transport</p>	<p>Catch a range of objects.</p> <p>Use a range of tools with one hand.</p> <p>Moves freely in lots of different ways.</p> <p>Adapts movements to reduce risk.</p> <p>Jumps and lands appropriately.</p> <p>Travels confidently through balancing and climbing.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Increasing independence when using a knife and fork.</p> <p>FMS - Hungry Caterpillar</p>	<p>Confidently use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use a range of tools with one hand.</p> <p>Adapts movements to reduce risk.</p> <p>Jumps and lands appropriately.</p> <p>Travels confidently through balancing and climbing.</p> <p>Independently use a knife and fork.</p> <p>FMS - Rumble in the Jungle</p>	<p>Use a range of tools with one hand.</p> <p>Use a range of tools with one hand.</p> <p>Adapts movements to reduce risk.</p> <p>Jumps and lands appropriately.</p> <p>Travels confidently through balancing and climbing.</p> <p>Independently use a knife and fork.</p> <p>FMS - Seaside</p>
------------------------------------	--	---	--	---	--	--

<p>Phonics</p> <p>(Bug Club)</p>	<p>Phase 2 Units 1 & 2: s a t p i n m d</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Claps or taps the syllables in words during sound play</p>	<p>Phase 2 continued Unit 3: g o c k - to Unit 4: ch e u r - no to go Unit 5: h b f ff l ll ss - I into her</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Phase 3 Unit 6: j v w x - me be Unit 7: y z zz qu - he my by she Unit 8: ch, sh th ng - they Unit 9: ai ee igh oa oo (long) oo (short) - we are</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes Hears and says the initial sound in word Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Phase 3 continued Unit 10: ar or ur ow oi - you Unit 11: ear air ure er - all was give live Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Phase 4 Unit 12: adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc) - said have like so do some come were there little one when out what</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Looks at and enjoys print and digital books independently</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Consolidation</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>
--	---	--	--	---	---	--

<p>Literacy</p>	<p>Making marks, wavy, zig zag, straight, curved.</p> <p>Ascribes meaning to signs, symbols and words.</p> <p>Includes mark making and early writing in play.</p> <p>Attempts to write own name.</p> <p>Begin to make letter-type shapes to represent initial sounds.</p> <p>'The Colour Monster'</p>  <p>Traditional tales - 'Little Red Riding Hood', Goldilocks, Three Billy Goats Gruff.</p> <p>Range of nursery rhymes.</p>	<p>Letter formation and recognition.</p> <p>Write some or all of their name.</p> <p>Includes mark making and early writing in play.</p> <p>Write some letters accurately.</p> <p>Phonetically plausible attempts at spelling words using phoneme fingers.</p> <p>Read tricky words to, the, no, go, I, into, her.</p> <p>'Shark in the Park'</p>  <p>'Shark in the park on a windy day'</p> 	<p>Letter formation and recognition.</p> <p>Write CVC words.</p> <p>Includes mark making and early writing in play.</p> <p>Segment VC and spell tricky words</p> <p>Write some letters accurately.</p> <p>Makes up stories, play scenarios and drawings.</p> <p>Describe story settings, events and characters.</p> <p>Re-enacts and reinvents stories.</p> <p>Recall and discuss stories.</p> <p>Enjoy for different purposes including labels, instructions, signs, envelopes etc.</p>	<p>Write CVC words.</p> <p>Write and form some letters accurately.</p> <p>Link sounds to letters when writing.</p> <p>Use developing phonic knowledge to write labels and captions.</p> <p>Describe story settings, events and characters.</p> <p>Re-enacts and reinvents stories.</p> <p>Recall and discuss stories.</p> <p>'The Very Hungry Caterpillar'</p>  <p>Handa's Surprise</p> 	<p>Write and form most letters accurately.</p> <p>Use developing phonic knowledge to write labels and captions.</p> <p>Write simple phrases and sentences.</p> <p>Describe story settings, events and characters.</p> <p>Re-enacts and reinvents stories.</p> <p>Recall and discuss stories.</p> <p>Begin to read some high frequency words.</p> <p>Read words consistent with their phonic knowledge.</p>	<p>Write and form most letters accurately.</p> <p>Use developing phonic knowledge to write labels and captions.</p> <p>Write simple phrases and sentences.</p> <p>Describe story settings, events and characters.</p> <p>Re-enacts and reinvents stories.</p> <p>Recall and discuss stories.</p> <p>Begin to read some high frequency words.</p> <p>Read words consistent with their phonic knowledge.</p>
------------------------	--	---	--	--	--	--

		<p>Non-fiction texts - Diwali, bonfire night & fireworks.</p>	<p>'The Little Red Hen'</p>  <p>Non-fiction texts - Chinese New Year, ambulance, firefighters, police, coast guards, dentists, doctors etc.</p>	<p>Non-fiction texts - lifecycle of a butterfly, planting seeds, growing fruits and vegetables.</p>	<p>'Three Little Pigs'</p>  <p>'We're Going on a Bear Hunt'</p>  <p>Non-fiction texts - farm animals, farms, bears and other animals.</p>	<p>'What the ladybird heard at the seaside'</p>  <p>'The Lighthouse Keepers Lunch'</p>  <p>Non-fiction texts - transport, holidays, coast lines.</p>
<p>Maths</p> 	<p>Getting to know you!</p> <p>Just like me!</p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass & capacity</p> <p>Exploring pattern</p>	<p>It's me 1, 2, 3!</p> <p>Representing 1, 2 & 3</p> <p>Comparing 1, 2 & 3</p> <p>Composition of 1, 2 & 3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Light & dark</p> <p>Representing numbers to 5</p> <p>One more or less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p>	<p>Growing 6, 7, 8</p> <p>6, 7 & 8</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Length & height</p> <p>Time (2)</p> <p>Building 9 & 10</p> <p>Counting to 9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3-D shapes</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>To 20 and beyond</p> <p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p>First, then, now</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning 2</p> <p>Compose and decompose</p>	<p>Find my pattern</p> <p>Doubling</p> <p>Sharing & grouping</p> <p>Even & odd</p> <p>Spatial reasoning 3</p> <p>Visualise and build</p> <p>On the move</p> <p>Deepening understanding</p> <p>Patterns & relationships</p> <p>Spatial mapping (4)</p> <p>Mapping</p>

<p>Understanding the world</p>	<p>Show interest in the lives of people who are familiar to us.</p> <p>Enjoys joining with family customs and routines.</p> <p>Remembers and talks about significant events in their own story.</p> <p>Describe the world where they live.</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Name different body parts and the colour of us.</p> <p>Developing positive attitudes about the differences between people.</p>	<p>Edible sparklers</p> <p>Firework pictures / dances</p> <p>Knows about similarities and differences between cultures and traditions - Nativity & Diwali.</p> <p>Learning about seasons /weather</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Pumpkin observations - develop an understanding of growth, decay and changes over time.</p> <p>Explores technological toys and real objects such as cameras, iPads.</p> <p>Uses IWB in different ways.</p>	<p>Make toast</p> <p>Taste Chinese food</p> <p>Develop an understanding of growth, decay and changes over time - pumpkin.</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Ice painting - exploring changing states of matter.</p> <p>Understand that information can be found on the internet through devices.</p> <p>Uses IWB in different ways.</p> <p>Uses Ipads to take pictures, draw & play simple games.</p>	<p>Pancakes</p> <p>Grow Caterpillars.</p> <p>Observe the changes in animals and plants as they grow.</p> <p>Look at patterns and change in nature.</p> <p>Show care and concern for living things and the environment.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Make observations and draw pictures of animals and plants.</p> <p>Learning about seasons / weather.</p>	<p>Make fruit kebabs</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Farm visit - show care and concern for living things.</p> <p>Farm visit - make observations of animals.</p> <p>Labelling different parts of the plant.</p> <p>Grow seeds.</p> <p>Explore different objects for cause and effect e.g. string puppets.</p> <p>Record videos / draw pictures on screens.</p> <p>Can use the internet, with an adult, to find things.</p>	<p>Make ice-lollies</p> <p>Understand the past through settings, characters and events encountered in books.</p> <p>Learning about seasons / weather</p> <p>Timeline - Know some similarities and differences between things in the past and now.</p> <p>Kiddilk the Frog- BBC Bitesize, links to droughts and other climates</p> <p>Forces - floating and sinking</p> <p>Developing positive attitudes about the differences between people.</p> <p>Talk about different countries. in the World.</p> <p>Similarities/differences between life here and other countries.</p>
---------------------------------------	---	--	---	--	--	---

				<p>Uses an electronic device to complete a programme.</p> <p>Uses IWB in different ways.</p> <p>Uses iPad to take pictures, draw & play simple games.</p> <p>Explore simple coding games.</p>	<p>Explore simple coding games.</p>	<p>Record videos / draw pictures on screens.</p> <p>Can use the internet, with an adult, to find things.</p>
<p>Expressive arts and design</p>	<p>Learn to sing nursery rhymes and action songs.</p> <p>Draw self portrait</p> <p>Use lines to enclose a space and use drawings to represent objects.</p> <p>Use construction materials for different purposes including to build own homes.</p> <p>Use and explore a variety of materials.</p> <p>Develop own ideas and decide which materials to use to express them.</p>	<p>Learn to sing more nursery rhymes and action songs.</p> <p>Move in different ways - firework dance.</p> <p>Tap out simple rhythms.</p> <p>Explore colours and how they can be changed.</p> <p>Use lines to enclose a space and use drawings to represent objects.</p> <p>Use construction materials for different purposes</p>	<p>Learn to sing more nursery rhymes and action songs.</p> <p>Creates and uses sounds intentionally.</p> <p>Explore colours and how they can be changed.</p> <p>Complex stories using small world.</p> <p>Make imaginative and complex small worlds.</p> <p>Innovate nursery rhymes and songs.</p> <p>Use and explore a variety of materials.</p>	<p>Learn to sing more nursery rhymes and action songs.</p> <p>Makes music in a range of different ways.</p> <p>Create a caterpillar / butterfly using paints and play dough.</p> <p>Create your own pet minibeast with made up features from lots of different minibeasts. Add other materials.</p> <p>Use and explore a variety of materials.</p> <p>Play instruments with control.</p>	<p>Printing with vegetables.</p> <p>Observational drawings of fruit and vegetables using different media.</p> <p>Van Gough - sunflowers</p> <p>Innovate nursery rhymes and songs.</p> <p>Play instruments with control and express feelings.</p> <p>Shadow drawing with dinosaurs etc.</p>	<p>Design, make and evaluate own lighthouse using different materials.</p> <p>Innovate nursery rhymes and songs.</p> <p>Sculpture - make landmarks made out of clay.</p> <p>Compare the seaside now to the past using digital images / books.</p> <p>Draw a map</p>

	<p>Play instruments with control and express feelings.</p>	<p>Christmas crafts - include a skill in the making.</p> <p>Mixing colours to make fireworks.</p> <p>Rangoli patterns</p> <p>Diwali music</p> <p>Use and explore a variety of materials.</p> <p>Notice and mirror what others do, adding own variations.</p>	<p>Henri Matisse - 'Les Oiseaux' focus</p>	<p>Complex stories using small world.</p> <p>Make imaginative and complex small worlds.</p>	<p>Use and explore a variety of materials.</p>	
--	--	--	--	---	--	--