







Trawden Forest Primary EYFS Curriculum Map 2024-2025

	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Cross-curricular theme	Me and my world 	Light up the sky 	People who help us 	Roar! 	Amazing animals 	Holidays 
Characteristics of Effective learning	Playing and Exploring, Active learning & Creating and thinking critically - all aspects in every half term					
Personal, social and emotional development	<p>Class rules and expectations</p> <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>Talk about how others might feel.</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>Valuing difference - links to Children's mental health week.</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>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>Caring for creatures, looking after caterpillars.</p> <p>Shows confidence in speaking to others about needs, wants and opinions.</p> <p>Recognises and values their individuality. 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>Keeping safe at the seaside, use of sun cream.</p> <p>Recognises and values their individuality. 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>Managing own needs.</p> <p>Takes risks and tries new things.</p>				<p>Understand ideas of fairness and justice.</p> <p>Looks for ways to manage conflict.</p>	
<p>Communication and language</p>	<p>Follow a one or two part instruction</p> <p>Enjoy joining in at group times and story times</p> <p>Talk to others and take it in turns to speak</p>	<p>Demonstrate good listening behaviours</p> <p>Follow simple instructions (with two or more parts) reliably</p> <p>Engage in story times</p> <p>Join in with familiar songs and rhymes</p>	<p>Wait and take turns in conversation</p> <p>Say what I think</p> <p>Respond to what others say</p>	<p>Respond to what I have heard by asking questions and saying what I think</p> <p>Ask questions about what I have heard</p>	<p>Engage in conversation with my friends and teachers</p> <p>Listen carefully</p>	<p>Respond with questions, comments and actions</p> <p>Make comments about what I have heard</p> <p>Ask questions to help me understand</p>
<p>Physical Development</p>	<p>FMS - Baseline unit</p> <p>Climb stairs using alternate feet</p> <p>Develop movement (using age appropriate bikes, scooters etc.)</p>	<p>FMS - How to catch a star</p> <p>Use lots of different ways of moving appropriately</p> <p>Climb over, under and through obstacles</p>	<p>FMS - Transport</p> <p>Throw, kick, pass and catch a large ball</p> <p>Move and use both large and smaller scale equipment (building blocks etc)</p>	<p>FMS - Hungry Caterpillar</p> <p>Adapts movements to reduce risk.</p> <p>Hold a pencil effectively (nearly always in a tripod grip)</p>	<p>FMS - Rumble in the Jungle</p> <p>Travel around space and obstacles safely</p> <p>Move in different ways- run, jump, skip, climb, hop</p> <p>Use a range of tools effectively</p>	<p>FMS - Seaside</p> <p>Show strength, balance and co-ordination in movement</p> <p>Hold a pencil effectively (tripod)</p> <p>Write and draw with accuracy</p>

	<p>Work with others to manage large items</p> <p>Show a preference for a dominant hand with a comfortable pencil grip</p>	<p>Show good pencil control when mark making and drawing</p> <p>Use cutlery and other one handed equipment</p>	<p>Use scissors more accurately</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</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</p> <p>Handles books and touch screen</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</p>	<p>Phase 4 Unit 12: adjacent consonants consolidation (cvcc, ccvc, ccvcc, ccvc, ccvcc) - said have like so do some come were there little one when out what 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>Consolidation 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>

			technology carefully and the correct way up with growing competence	Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee		
Literacy	<p>Making marks, wavy, zig zag, straight, curved. 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>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>Three Little Pigs'</p>  <p>'Jolly postman'</p> <p>'Santa needs a wee'</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</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>Dinosaur texts</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>Non-fiction texts - lifecycle of a Butterfly</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>'What the ladybird heard at the seaside'</p>  <p>'The Odd Fish'</p>



		<p>Non-fiction texts - Diwali, bonfire night & fireworks.</p>	<p>labels, instructions, signs, envelopes etc.</p> <p>'The Little Red Hen'</p>  <p>Mama Panya's Pancakes</p>  <p>Non-fiction texts - Chinese New Year, ambulance, firefighters, police, coast guards, dentists, doctors etc.</p>		<p>Non-fiction texts - farm animals, farms, bears and other animals.</p>	 <p>Non-fiction texts - transport, holidays, coast lines.</p>
<p>Maths</p> 	<p>Getting to know you!</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</p>	<p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p> <p>Building 9 & 10</p>	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p>	<p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>On the move</p>

		Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time		Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns	First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose	Deepening understanding Patterns & relationships Spatial mapping (4) Mapping
Understanding the world	Learning about seasons /weather Show interest in the lives of people who are familiar to us. Toys - Know some similarities and differences between things in the past and now. Remembers and talks about significant events in their own story. Describe the world where they live. Sunflower seeds and observations. Name different body parts and the colour of us.	Learning about seasons /weather Knows about similarities and differences between cultures and traditions - Nativity & Diwali. Enjoys joining with family customs and routines. Timeline - Know some similarities and differences between things in the past and now. Pumpkin observations - develop an understanding of growth, decay and changes over time. Explores technological toys	Learning about seasons /weather Develop an understanding of growth, decay and changes over time - pumpkin. Ice painting - exploring changing states of matter. Knows that information that can be retrieved from digital devices and the internet. Uses IWB in different ways. Uses Ipads to take pictures, draw & play simple games.	Learning about seasons /weather Looks closely at similarities, differences, patterns and changes in nature. Make observations about animals and plants and explains why somethings occur and talks about changes. Understand the past through settings, characters and events encountered in books. Record videos / draw pictures on screens. Explore simple coding games.	Learning about seasons /weather Explain similarities and differences between life in this country and life in other countries. Developing positive attitudes about the differences between people. Talk about different countries. in the World. Similarities/differences between life here and other countries. Observe the changes in animals and plants as they grow - caterpillars/ducklings Farm visit - show care and concern for living things/make	Learning about seasons /weather Timeline - Know some similarities and differences between things in the past and now. Forces - floating and sinking Developing positive attitudes about the differences between people. Similarities/differences between life here and other countries. Record videos / draw pictures on screens.

	Developing positive attitudes about the differences between people.	and real objects such as iPads. Uses IWB in different ways.			observations of animals.	
Expressive arts and design	<p>Sing familiar songs e.g. rhymes, songs from TV programmes and songs from home.</p> <p>Explore and learn how sounds and movements can be changed.</p> <p>Tap out simple rhythms.</p> <p>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions, and objects based on imagination, observation and experience.</p> <p>Use various construction materials e.g.</p>	<p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Enjoys joining in with moving, dancing and games.</p> <p>Express and communicate working theories, feelings and understandings using a range of art forms.</p> <p>Use various tools for a purpose.</p> <p>Move in different ways - firework dance.</p> <p>Explore colours and how colours can be changed.</p>	<p>Explore moving in a range of ways. E.g. mirroring and creating own movement patterns.</p> <p>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions, and objects based on imagination, observation and experience.</p> <p>Use various tools for a purpose.</p> <p>Develop own ideas through experimentation using watercolours.</p> <p>Use various construction materials e.g.</p>	<p>Build a collection of songs and dances.</p> <p>Makes music in a range of ways.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p>	<p>Build a collection of songs and dances.</p> <p>Express and communicate working theories, feelings and understandings using a range of art forms.</p> <p>Develops own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.</p> <p>Use various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p>	<p>Build a collection of songs and dances.</p> <p>Develops own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.</p> <p>Develop own ideas through experimentation using a variety of materials.</p>

	<p>joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Develop own ideas through experimentation using loose parts.</p>		<p>joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p>			
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