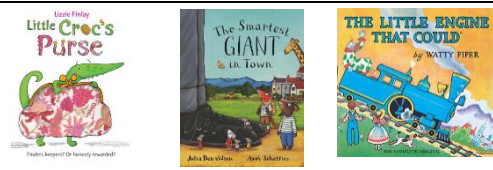
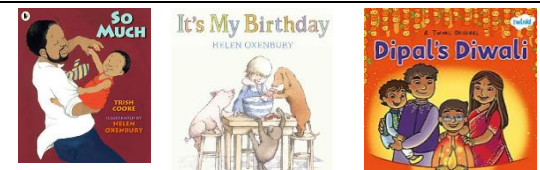


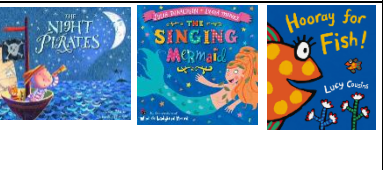
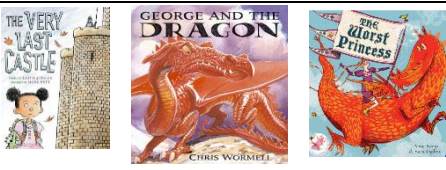




# EYFS Curriculum Map



	Autumn Term Sep-Dec		Spring Term Jan-April		Summer Term May-July	
<b>ENGLISH</b>	-Encourage mark making throughout the setting, in all areas -Name recognition -Writing initial letter of name	-Name writing -Using writing for a purpose, e.g. making a map to get to the library. Remembering where they had been before and the landmarks along the way. -Who lives in my house? linked to So Much! -Barnaby Bear's birthday celebration -Reading workshop to parents: On how to tell a story using wordless books and singing songs. -Writing initial letter sounds -Reading initial letter sounds -Teddy Talk Partners	-Listening to stories with discussions on vocabulary, inference, prediction and sequence. -Exploring non-fiction texts to find information. -Using stories to inspire imaginative story making. Story maps, oral story re-telling, helicopter stories. -Singing rhymes -Writing CVC words working towards writing a caption -Reading CVC words and moving towards short captions	-Using stories to explore characters -Predict what happens next in a story -Writing CVC words working towards writing a caption and sentences -Reading CVC words and moving towards short captions and sentences	-Reading non-fiction texts and making their own. -Retell and act out stories, for example, in imaginative play -Writing sentences for purpose.	-Creating stories orally -Writing invitations -Writing a sentence with a capital letter and a full stop. -Use both correct spellings and phonetically plausible spellings -Read their own writing back -Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary
<b>Key texts</b>	  Little Red Hen (Storytelling text) What if Everyone Did That? Keys Texts for Emotions: Colour Monster / My many coloured Days / Even superheroes have bad days / Grumpy Monkey / My feelings and Me / Waiting is not easy/ Our House  Rhyme of the Week and Story of the Week	  The Gingerbread Man (Storytelling text) The Gunpowder Plot Baby's Birthday Diwali Story Christmas Story St Nicholas Story  Rhyme of the Week and Story of the Week	  The Enormous Turnip (Storytelling text) People who help us books by Rebecca Hunter and Nancy Dickman including Police, Firefighters, ambulance and air ambulance crew, librarian, coastguard, dentist and vets.  Rhyme of the Week and Story of the Week	  Going on a Dinosaur Hunt (Storytelling text) How do Dinosaurs eat their food? Gigantosaurus Never Let a Diplodocus Draw Little Kids First Big Book of Dinosaurs  Rhyme of the Week and Story of the Week	  Sayeeda, The Pirate Princess (Storytelling text) The Pirates Next Door The Pirate Tree Surprising Sharks  Rhyme of the Week and Story of the Week	  The Little Green Dragon (Storytelling text) What Did the Tree See? The Queen's Knickers The Jelly that Wouldn't Wobble Castles by Maggie Freeman  Rhyme of the Week and Story of the Week
<b>Phonics</b>	Twinkl Phonics <u>Level 1</u> Week 1 Alliteration: develop an awareness of alliteration Week 2 Voice Sounds: distinguish between the differences in vocal sounds Week 3 Oral blending and segmenting: listen to the different sounds that occur within words and remember them in the order in which they occur <u>Level 2</u> Week 4 (s, a, t, p) Week 5 (i, n, m, d) Week 6 (g, o, c, k) Week 7 (ck, e, u, r)	<u>Level 2</u> Week 1 (h, b, f, l) Week 2 (ff, ll, ss 's' saying /z/) Week 3 Revision Week 4 (i, v, w, x) Week 5 (y, z, zz, qu, ch) Week 6 (Assessments) Week 7 (Assessments)	<u>Level 3</u> Week 1 (sh, th as in moth, th as in feather, ng) Week 2 (ai, ee, igh, oa) Week 3 (oo as in moon, oo as in book, ar, or) Week 4 (ur, ow, oi, ear) Week 5 (air, ure, er) Week 6 (Recap sounds from weeks 1-4)	<u>Level 3</u> Week 1 (Recap sounds from weeks 5-7) Week 2 (Recap trigraphs and consonant digraphs) Week 3 (Recap letter sounds and vowel digraphs) Week 4 (Level 3 revision) Week 5 (Assessments) Week 6 (Assessments)	<u>Level 4</u> Week 1 (CVCC words such as jump) Week 2 (CCVC words such as trip) Week 3 (Adjacent Consonants such as gran) Week 4 (Polysyllabic words such as jumper) Week 5 (Three-letter (Adjacent consonants such as spring) Week 6 Revision	Assessments and revision

<b>MATHS</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Counting</li> <li>- Numberblocks</li> <li>- Understanding the correspondence between numbers and words</li> <li>- Knowing the last number in a sequence</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>- Developing our own spatial awareness</li> <li>- Developing spatial vocabulary</li> </ul> <p><b>Patterns:</b></p> <ul style="list-style-type: none"> <li>- Understanding a AB sequence pattern.</li> <li>- Identify and creating our own sequences.</li> <li>- Spotting mistakes in patterns.</li> </ul>		<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Understanding one more or less</li> <li>- Numberblocks</li> <li>- Identifying groups with the same amount</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>- Identifying similarities between shapes</li> <li>- Begin to describe the properties of shapes</li> <li>- Begin to develop an understanding of the relationships between shapes.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>- Begin to understand that things are measured in terms.</li> <li>- Begin the understand the relationship between the size and number of terms.</li> </ul>		<p>Number:</p> <ul style="list-style-type: none"> <li>- Numberblocks</li> <li>- Identify smaller numbers within numbers</li> <li>- Begin to understand what the inverse of an operation is</li> <li>- Develop and start to use number bonds</li> <li>- Understand that numbers can be partitioned</li> </ul> <p>Pattern:</p> <ul style="list-style-type: none"> <li>- Identify repeated patterns</li> <li>- Develop a greater understanding of ABC patterns</li> <li>- Continuing a pattern</li> <li>- Creating their own patterns</li> <li>- Spotting errors in patterns</li> <li>- Making a pattern which revolves around a circle</li> </ul>								
	<p>In this term, we will be exploring what it is that makes us different as individuals. We will also be focussing on the weather and how we can explain seasonal changes and what the impact of the weather could be.</p>		<p>In this term, we will be focussing on the importance of routine and special events in family life. We will also be exploring local landmarks and how we can identify places that are relevant to us.</p>		<p>In this term, we will be exploring how technology can be used to find information. We will then be using this information to understand changes in areas outside of our local environment.</p>		<p>In this term, we will be exploring how can reduce our carbon footprint and simple measures we can take to conserve energy. We will be discussing the impact of fossil fuels and how renewable energy sources can help our planet.</p>		<p>In this term, we will be focusing on the natural world and understanding the process of growth. We will be planting our own plants and watching them grow. We will also be focussing on what makes something sustainable.</p>		<p>In this term, we will be exploring how to use technology safely. We will also be reflecting on what we have covered over the year and how we can use that learning in Year 1.</p>		
<b>Understand the world</b>		<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>											
<b>People in our commtermies</b>		<p>In this term, we will be exploring the roles of the staff in school as well as discussing what school nurses and health visitors do in schools.</p>		<p>In this term, we will be visiting the library and speaking to a librarian to understand what their job entails. We will also be visiting a church in the local area to understand the role of a vicar in society.</p>		<p>In this term, we will be exploring what police officers, firefighters and nurses do in our society and how they help us stay safe.</p>		<p>In this term, we will be exploring how to remain safe when walking around town as well as how police officers keep us safe.</p>		<p>In this term, we will be exploring the role of a dentist and how they help us to look after our teeth and oral hygiene.</p>		<p>In this term, we will be exploring what gardeners and caretakers to do help the environment and how they will also carry out risk assessments to ensure that we are safe within the school grounds.</p>	
<b>Natural world</b>		<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Know some similarities and differences between different religious and cultural commtermies in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>											
<b>Natural world</b>		<p>Throughout this term, we will be focussing on the Autumn and Winter. We shall be discussing how to look after animals during the Winter and how we can help to keep our environment clean and tidy.</p>		<p>In this term, we will be discussing the local wildlife with a special focus on the birds that visit our school. We will be learning how to differentiate between them and what foods they like to eat.</p>		<p>In this term, we will be focussing on some of the issues that affect our planet. We will be discussing climate change and how the process of extracting and making fossil fuels is damaging to the environment.</p>		<p>In this term, we will be consolidating our understanding of environmental issues and how we can further protect the Earth.</p>		<p>In this term, we will be focussing on how we can look after our seas and the wildlife that lives in our oceans. We will be covering the impact of plastic pollution and what practical steps we can take to support our environment.</p>		<p>In this term, we will be focussing on the issues affecting the world's forests and how deforestation is affecting the globe, animal habitats and sustainability.</p>	
<b>Natural world</b>		<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>											

Personal, Social and Emotional Development	In this term, we will be establishing a safe and secure classroom by identifying the importance of rules and what rules we should be following. We will also be exploring how to use the resources within the classroom and in the outdoor area safely to ensure that we don't hurt ourselves. We will be covering the importance to self-regulation in relation to our emotions and how we can discuss our concerns with the adults around us. We will also be covering what it means to be a good friend and how to work effectively with our peers.	Throughout this term, we will be covering the importance of taking more responsibility for our class boundaries as well as continue our focus of self-regulation for our emotions. We will be focusing on how to work effectively as part of a team to create our own performance at the end of term.	After the holiday break, we will be re-establishing classroom rules and boundaries and focussing on improving our friendship circles and interactions with our peers.	In this term, we will be focussing on how to work collaboratively with other members of the class. We will be encouraging the children to share their ideas and to ask questions of others to improve their own understanding.	In this term, we will be focussing on how we can help others to keep the school values and what it means to have a consequence should someone break a school rules.	In this term, we will be focussing on the transition to year 1, discussing with the children their concerns for moving into a new class as well as reflecting on the progress and journey they had in EYFS.
	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>					
ART/Design	In this term, we will be exploring painting and creating different patterns and shapes using a range of artistic implements.	Throughout this term, we will be exploring how musical instruments make noise as well as creating our own individual compositions.	In this term, we will be creating our own fantasy role play, drawing on the different elements we have covered in our literacy terms. We will also be creating our own models using recycled materials.	In this term, we will be focussing on printing and exploring how to make a variety of different textures.	In this term, we will be exploring how to create an observational drawing and how to select the correct colour to make our pictures more vivid and life like.	In this term, we will be focussing on working collaboratively to create our own role plays. We will be incorporating our teamwork skills and effective communication to achieve this.
	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
Physical development	Throughout this term, we will be focussing on gross motor skills in order to improve our sense of balance and co-ordination via large scale use of the outdoor area and in class movement activities such as BEAM.	In this term, we will be focussing on fine motor skills to improve our letter formation as well as consolidating our gross motor skills through a variety of different dances.	In this term, we will be exploring our creative sides by creating large scale models. This will help us to improve our gross motor skills and fine motor skills. We will also be consolidating our focus on co-ordination by completing some gymnastic activities.	In this term, we will be consolidating our fine motor skills by focussing on letter formation. We will also continue to use gymnastics to support our gross motor skills by focussing on balance and co-ordination.	In this term, we will be focussing on improving our hand eye co-ordination through a range of throwing and catching activities. We will be doing this through the medium of multi-sports.	In this term, we will continue to develop our fine and gross motor skills by creating our own individual large scale models, such as a castle or a fire engine.
	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>					
Communication and Language	In this term, we will be exploring what it means to be a good listener as well as how to effectively follow a story.	In this term, we will be exploring drama and acting as well as how to present in front of an audience. We will be practising our singing and learning lines to perform.	In this term, we will be exploring the importance of asking questions to further our own understanding of a topic as well as what makes an effective question.	Throughout this term, we will be exploring the use of alliteration to add detail to our stories as well as adding more immersion to our own stories via the use of props.	In this term, we will be focussing on improving our vocabulary with new words as well as working on how to join sentences together using time conjunctions to explain the order of events.	In this term, we will be focussing on telling stories in our own words using all of the vocabulary we have gained over the year. We will be incorporating props and actions into our stories to support immersion.
	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					

