



**Brunswick House Primary School
EYFS Curriculum Map
2024-2025**



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English and SPaG	 <p>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</p> <p>Rhyme of the Week and Story of the Week</p>	 <p>The Gingerbread Man (Storytelling text) The Gunpowder Plot Baby's Birthday Diwali Story Christmas Story St Nicholas Story</p> <p>Rhyme of the Week and Story of the Week</p>	 <p>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.</p> <p>Rhyme of the Week and Story of the Week</p>	 <p>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</p> <p>Rhyme of the Week and Story of the Week</p>	 <p>Sayeeda, The Pirate Princess (Storytelling text) The Pirates Next Door The Pirate Tree Surprising Sharks</p> <p>Rhyme of the Week and Story of the Week</p>	 <p>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</p> <p>Rhyme of the Week and Story of the Week</p>
	<ul style="list-style-type: none"> -Encourage mark making throughout the setting, in all areas -Name recognition -Writing the lowercase letters of sounds learnt so far, using Twinkl mnemonics -Drawing -Clever fingers activities to increase hand strength -Labelling initial letter sounds on drawings -Singing nursery rhymes -Listening to daily stories and joining in with some actions and repeated lines -Recognise initial sounds in names -Recognise letter names in the alphabet e.g. This is the letter 'a' and it makes the sound _ -Recognise that names have capital letters 	<ul style="list-style-type: none"> -Using drawing for a purpose, e.g. making a map -Learning about ourselves and each other (all about me) -Barnaby Bear's birthday celebration -Workshop to parents: early reading and phonics -Writing initial letter sounds to label our drawings with an increasing awareness -Learning letter sounds and beginning to use them to sound out two and three letter words - Talk Partners (learning to talk and listen to our partner) -Retelling simple stories -Learning new vocabulary in context with actions -Recognising tricky words and writing them -Writing for a range of purposes -Recognise that sentences begin with capital letters 	<ul style="list-style-type: none"> -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, Talk4Writing -Singing rhymes -Writing CVC words working towards writing a caption -Reading CVC words and moving towards short captions -Forming all letters correctly using twinkl mnemonics -Introducing capital letter formation -Name writing 	<ul style="list-style-type: none"> -Using stories to explore characters -Predict what happens next in a story -Writing CVC words working towards writing a caption and sentences -Recognising and using actions for punctuation -Using tricky words in writing -Reading CVC words and moving towards short captions and sentences -Securing letter formation and name writing 	<ul style="list-style-type: none"> -Reading non-fiction texts and making their own. -Retell and act out stories, for example, in imaginative play -Writing sentences for purpose using finger spaces and punctuation -Segmenting to write more complex words phonetically using a sound mat -Reading decodable books at their level including secured sounds, tricky words and fluent blending 	<ul style="list-style-type: none"> -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

Reading/Phonics	<p>Twinkl Phonics <u>Level 1</u> Week 1</p> <p>Alliteration: develop an awareness of alliteration Week 2</p> <p>Voice Sounds: distinguish between the differences in vocal sounds Week 3</p> <p>Oral blending and segmenting: listen to the different sounds that occur within words and remember them in the order in which they occur</p> <p>Begin to learn level 2 sounds when children are able to attend for the length of a phonics session Introduce tricky words Introduce mnemonics for writing each letter alongside learning the sound Introduce blending with 'satpin'</p>	<p>Continue to learn a new sound daily and revise on Fridays</p> <p>Provide interventions as necessary to support pupils with missing sounds and tricky words</p> <p>Revise as necessary as a class</p> <p>Once level 2 is complete, revise for all pupils and assess ready for assigning reading books</p>	<p><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)</p>	<p><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)</p>	<p><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</p>	Assessments and revision
	Maths	<p><u>Write Rose Topics</u></p> <ul style="list-style-type: none"> - Match, sort and compare objects - Talk about measure and patterns <ul style="list-style-type: none"> - It's Me 1, 2, 3 - Circles and triangles <ul style="list-style-type: none"> - 1, 2, 3, 4, 5 - Shapes with 4 sides <p>Fluency: Subitising to 5 (instant recognition of an amount)</p>	<p><u>Write Rose Topics</u></p> <ul style="list-style-type: none"> -Alive in 5 -Mass and capacity -Growing 6, 7, 8 -Length, height and time -Building 9 and 10 -Explore 3D shapes <p>Fluency: Number bonds to 5 Counting to 10</p>	<p><u>Write Rose Topics</u></p> <ul style="list-style-type: none"> -To 20 and beyond -How many now? -Manipulate: compose and decompose -Sharing and grouping -Visualise, build and map -Make connections <p>Fluency: Number bonds to 10 Counting to 20</p>		
Understand the world	<p><u>Ourself – Who are we?</u> <u>Outside – How does Weather affect us?</u></p> <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><u>Special events – How do we celebrate special events?</u> <u>Locality – What is nearby?</u></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><u>Technology – What information can we find?</u></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><u>Climate change – How can we save energy?</u></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><u>Growth – What does a plant need to grow?</u></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><u>Technology – How can we stay safe when using technology?</u></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>
	People in our communities	<p><u>People in school – Who are all these adults?</u></p> <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><u>People in school – Who are all these adults?</u></p> <p>In this term, we will continue to explore the roles of the staff in school and will begin inviting in outside visitors.</p>	<p><u>The Emergency services – Who can help us?</u></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><u>Moving outside – How can we stay safe in town?</u></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><u>The dentist – What do they do?</u></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>
Natural world	<p><u>The seasons – What can we do to keep everything tidy in winter?</u></p>	<p><u>Animals – Which animals live in the wild near us?</u></p>	<p><u>Energy – How is the world powered?</u></p>	<p><u>Protection – How can we look after the world?</u></p>	<p><u>Wild water – What lives in our oceans and how can we help them?</u></p>	<p><u>Forests – What lives in the forests and how can we help them?</u></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.	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.	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.	In this term, we will be consolidating our understanding of environmental issues and how we can further protect the Earth.	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.	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.
Personal, Social and Emotional Development	<u>Rules – What is in place to keep us safe?</u>	<u>Teamwork and responsibility – How can we work together?</u>	<u>Boundaries – How can we respect our friends?</u>	<u>Collaboration - How can we work together?</u>	<u>Consequences – What happens if someone doesn't make a good choice?</u>	<u>Transition – What have we done in EYFS and what can we expect in year 1?</u>
	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 of 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 rule.	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.
ART/Design	<u>Painting – How can we use different things to paint?</u>	<u>Instruments – What can we play?</u>	<u>Fantasy – How can we retell stories we've made up?</u>	<u>Printing – How can we print effectively?</u>	<u>Observation – What can we see and how can we record it?</u>	<u>Role play – How can we work together?</u>
	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.
Physical development	<u>Movement – How can we balance?</u>	<u>Letters – How can we form them correctly?</u>	<u>Creativity – What makes a good large-scale model?</u> <u>Gymnastics – How does gymnastics help us improve our coordination?</u>	<u>Letters – How can we form them correctly?</u> <u>Gymnastics – How does gymnastics help us improve our coordination?</u>	<u>Coordination – How can we improve our hand-eye coordination?</u>	<u>Creativity – What makes a good large-scale model?</u>
	Throughout this term, we will be focussing on gross motor skills in order to improve our sense of balance and coordination 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 coordination 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 coordination.	In this term, we will be focussing on improving our hand eye coordination 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.
Communication and Language	<u>Active listening – How can we show that we are listening?</u>	<u>Performing – How can we perform to an audience?</u>	<u>Questioning – What makes an effective question?</u>	<u>Story telling – What makes a story more interesting?</u>	<u>Expanding sentences – How can we expand our sentences?</u>	<u>Story telling – How can we improve our story telling?</u>
	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 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.