**EYFS Curriculum Map**

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| **EYFS** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Main Topic Focus** | All About Me | Celebrations | Our Community | | Space | Growth and Change | | Journeys |
| **Additional** | Starting School  Bears | Dinosaurs | Chinese New Year | | People Who Help Us | Life Cycles | | The World Around Us |
| Trips and Experiences | Children will:   * Go on a Bear Hunt on the Field * Collect sticks on the field to make our Stick Family * Have a visit from a doctor/dentist | Children will:   * Put on the Nativity * Visit the theatre to watch the pantomime (Christmas) * Go on a Bug Hunt * Host a Birthday party | Children will:   * Take a trip to the Supermarket to buy ingredients * Make Gingerbread men * Have visits from Uniformed Services * Write a letter and post it | | Children will:   * ‘Visit’ the Moon * Create a human model of the solar system * Build a den ‘on the moon’ and hide in it * Create Solar System in the classroom | Children will:   * Hatch chicks from eggs * Grow our own plants/food * Learn to ride a bike * 50th Birthday Celebrations | | Children will:   * Take a class trip * Look after a pet rock * Take part in the Reception Triathlon * Dance in the rain |
| Events/festivals | Harvest | Diwali  Christmas  Hanukah | Chinese New Year | | World Book Day  Easter | Eid | | Science Week |
| Stories | Core Texts:   * Starting School * What Makes Me a Me? * Stick Man * We’re Going on a Bear Hunt * Goldilocks (Nick Sharratt and Stephen Tucker) * Funnybones     Additional Stories:   * Owl Babies * All About Families | Core Texts:   * Pumpkin Soup * Lighting a Lamp (Story of Rama and Sita) * Sweet Dates to Eat * So Much * Sammy Spider’s First Hanukkah * The First Christmas * Twas’ the Night Before   Christmas   * My Encyclopedia of Very Important Dinosaurs * If I had a Dinosaur * Dear Dinosaur * Little People Big Dreams:   Mary Anning  Additional Stories:   * The Jolly Christmas Postman * Harry and the Dinosaurs * The Odd Egg | Core Texts:   * The Jolly Postman * Mr Bun the Baker * Burglar Bill * Emergency Emergency * Superworm * No Dragons for Tea   Additional Stories:   * Clifford the Fire Dog * Maisie goes to Hospital * Non Fiction texts | | Core Texts:   * Whatever Next * Beegu * Man on the Moon (A Day in the Life of Bob) * Little Kids First Big Book of Space * Aliens Love Underpants * Additional Stories: * How to Catch a Star * On the Moon | Core Texts:   * The Gingerbread Man * Jack and the Beanstalk * The Extraordinary Gardener * The Bad Seed * Supertato * Supertato: Evil Pea Rules     Additional Stories:   * The Very Hungry Caterpillar * Tadpole Promise * Jasper’s Garden * The Tiny Seed * The Little Red Hen | | Core Texts:   * The Great Pet Sale * Farmer Duck * Handa’s Surprise * Sharing a Shell * Giraffes Can’t Dance     Additional Stories:   * Maps * Rumble in the Jungle * The Rainbow Fish * Pigeon wants a Puppy |
| Reading | The children will learn to:  blend sounds together to read words using the taught sounds | The children will learn to  Blend sounds to read words using taught sounds  Begin reading captions and sentences using taught sounds Read books matching their phonics ability | The children will learn to  Read words with double letters Read longer words  Recognise taught digraphs in words and blend the sounds together  Read sentences containing Rainbow Words and digraphs Read books matching their phonics ability | | The children will learn to:  Read longer words including those with double letters  Read sentences containing Rainbow Words and digraphs  Read books matching their phonics ability | The children will learn to:  Read words with short vowels and adjacent consonants  Read longer words  Read compound words  Read longer sentences containing Unit Three words and Rainbow Words  Read books matching their phonics ability | | The children will learn to:  Read words with long vowel sounds with adjacent consonants  Read longer words  Read compound words  Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)  Read longer sentences containing Unit Three words and Rainbow Words  Read books matching their phonics ability |
| Phonics | Anima Phonics Unit One  Sounds to be introduced  s a t p i n m d g o c k ck e u r h b f l j v w x  y z qu oo oo ar or ur ow oi ear ch sh th th ng ai ee igh oa air ure er ew | Rainbow Words  the to no go I is  he she be me we was my you they her all are | Anima Phonics Unit Two  Sounds to be introduced  f/ ff /z/ zz /l/ ll /s/ ss | | Rainbow Words  go no into put he she you they we be all | Anima Phonics Unit Three  Sounds to be introduced  /ure/ ure /er/ er /ai/ ay /ee/ ea /igh/ ie /oa/ ow /ew/ ue | | Rainbow Words  are her his said like have do one so some |
| Writing | Handwriting patterns  Writing Names  Writing CVC and labels  Letter formation and handwriting | Handwriting patterns  Lists and Cards Labels  Letter formation and handwriting | Story sentences  Lists and labels  Non-fiction books  Letter formation and handwriting | | Story sentences  Descriptive sentences  Letters  Letter formation and handwriting Letters | Non-fiction books  Descriptive sentences Instructions  Letter formation and handwriting | | Recount  Story writing  Descriptions  Letter formation and handwriting |
| Number | Mastering Number:  Exploring the composition of numbers within 5. Comparing sets of objects and using the language of comparison   * Identify when a set can be subitised and when counting is needed | Mastering Number:   * Subitise different arrangements using the Hungarian number frame * Spot smaller numbers ‘hiding’ inside larger numbers | Mastering Number:  Explore composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal. Connect two equal groups to doubles. Connect quantities to numerals   * Continue to develop subitising numbers within and beyond 5 | | Mastering Number:   * Identify missing parts for numbers within and beyond 5, connect quantities to numerals * Explore structure of numbers 6 and 7 as 5 and a bit, connect this to finger patterns and the Hungarian number frame * Focus on equal and unequal groups | Mastering Number:  Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies’   * Develop counting skills, counting larger sets as well as counting actions and sounds * Explore a range of representations of numbers (10-Frame) including doubles | | Mastering Number:   * Compare quantities and numbers, including sets of objects which have different attributes * Continue to develop a sense of magnitude, e.g. Knowing that 8 is quite a lot more than 2, but 4 is only a little bit more |
| Shape & Measures | Select, rotate and manipulate shapes  Learn names of 2D shapes  Match objects  Sort objects  To recognise and name circle square, rectangle and triangle  Recognise 1p, 2p and 5p  Recognise 1 o’clock, 2 o’clock, 3 o’clock, 4 o’clock and 5 o’clock | Finish a repeating pattern of 2 objects or colours  Compare capacity, length, height, size. | Compose and decompose shapes to recognise a shape can have other shapes within it.  Order the days of the week  Measure height using cubes  Measure time  Recognise 6 o’clock, 7 o’clock and 8 o’clock  Recognise 10p | | Continue, copy and create repeating patterns  Compare length, weight and Capacity  Begin to name 3D shapes  Explore the properties of 3D shapes | Work with 2D and 3D shapes finding 2D shapes within 3D shapes  Learn names of 3D shapes  Describe the properties of 3D shapes  To make pictures with shape arrangements | | Continue, copy and create repeating patterns  Compare length, weight and Capacity  Finish a repeating pattern  Make patterns using shapes  Name and describe 2D and 3D shapes |
| Understanding the World | Children Explore:   * Themselves * Families * Friends * Our bodies * How we can look after ourselves, others and our classroom | Children Explore:   * Friends * How people celebrate special occasions * How we are similar to or different from others (variety of religions) * Different types of prehistoric reptiles * Observe seasonal changes (AUTUMN) | Children Explore:   * Different jobs that people do * How to be safe when walking near roads * Observe seasonal changes (SPRING) * Where our families come from (changes yearly depending on family heritage) | | Children Explore:   * The Solar System * Earth and other planets * The Moon Landing * Space Travel * Observe seasonal changes (WINTER) | Children Explore:   * Where does our food come from * Different states of matter * Different creatures we can find in Forest School * Observe seasonal changes (SUMMER) | | Children Explore:   * Different animals * How to take responsibility   for a pet   * Endangered animals * Different habitats * Looking on maps to find where we are going on holidays |
| Expressive Arts and Design | Activities include:   * Painting self-portraits   (Joan Miro)   * Drawing family pictures * Making cotton-bud   skeletons   * Singing nursery rhymes * Handprint animals * Observational drawing of ‘My Bear’ | Activities include:   * Making Diva Lamps * Creating birthday decorations * Create moves to ‘Dance of the Fossils’ * Sculpting fossils * Curiosity boxes * Creating cave paintings of animals * Finding out about the past (Mary Anning) | Activities include:   * Threading puppets and performing a puppet show * Creating some community/group art * Design Uniforms * Fluorescent Art | | Activities include:   * Listen to the Planet Suite * Marble planets * Pastel Planets * Designing and making Rockets * Designing aliens * Starry Night (Vincent Van Gogh) | Activities include:   * Making vegetable portraits   (Arcimboldo)   * Printing with fruit * Traps for the Evil Pea * Vegetable superheroes * Mixing colours to create a still life | | Activities include:  Printing with different tyres   * Large chalk and water painting outside * Making maps and treasure hunts * Making planes and kites |
| Gross Motor Skills | In Gym work the children will:  Move safely in a space  Stop safely  Develop control when using equipment  Follow a path and take turns  Work cooperatively with a partner  Balance,  Run and stop  Change direction  Jump  Hop  Explore different ways to travel using equipment | In Games work the children will:  Roll and track a ball  Develop accuracy when throwing to a target  Dribble using hands  Throw and catch with a partner  Dribble a ball using feet  Kick a ball to a target | In Gym work the children will:  Create short sequences using shapes, balances and travelling actions  Balance and safely use apparatus  Jump and land safely from a height  Develop rocking and rolling  Explore traveling around, over and through apparatus  Create short sequences linking actions together and including apparatus | | In Dance work the children will:  Use counting to help to stay in time with the music when copying and creating actions Move safely with confidence and imagination, communicating ideas through movement  Explore movement using a prop with control and coordination  Move with control and co-ordination, expressing ideas through movement also copying, linking and repeating actions  Remember and repeat actions, exploring pathways and shapes | In Games work the children will:  Develop accuracy when throwing and practise keeping score  Follow instructions and move safely when playing tagging games  Learn to play against an opponent  Play by the rules and develop coordination  Explore striking a ball and keeping score  Work cooperatively as a team | | In Athletics work the children will:  Follow instructions and work safely  Compete in sprint and relay races  Practice throwing, kicking and aiming skills  Learn to ride a balance and pedal bike and compete in the Reception Triathlon |
| Fine Motor Skills | The children will learn to:  Use a dominant hand  Mark make using different shapes  Begin to use a tripod grip when using mark making tools  Use tweezers to transfer objects  Thread large beads  Use large pegs  Begin to copy letters  Hold scissors and make snips in paper  Hold a fork and spoon correctly | The children will learn to:  Use anticlockwise movement and retrace vertical lines  Hold scissors correctly and cut along a straight and zigzagged lines  Use a tripod grip when using mark making tools  Accurately draw lines, circles and shapes to draw pictures Write taught letters using correct formation | The children will learn to:  Use a tripod grip when using mark making tools  Hold scissors correctly and cut along a curved line  Thread small beads  Use small pegs  Write taught letters using correct formation | | The children will learn to:  Hold scissors correctly and cut out large shapes  Write letters using the correct letter formation and control the size of letters | The children will learn to  Hold scissors correctly and cut out small shapes  Copy letters with developing accuracy  Paint using thinner paintbrushes | | The children will learn to  Hold scissors correctly and cut various materials  Create drawings with details Copy letters with increasing accuracy  Independently use a knife, fork and spoon to eat a range of meals |
| Music | * Sing echo songs and perform movements to a steady beat * Play instruments to a steady beat * Express feelings in music by responding to different moods * Choose different instruments, including the voice, to create sound effects in play * Learn and perform Harvest and Christmas songs | | | * Explore singing at different speeds and pitch to create moods and feelings * Understand how to hold and play an instrument with care * Listen to music and respond by using hand and whole-body movements * Investigate a variety of ways to create sound with different instruments | | | * Discover how to use the voice to create loud and soft sounds * Explore the different sounds instruments make * Choose an instrument to create a specific sound * Listen to different sounds (animal noise, water etc) and respond with voice and movement * Experiment with performing songs and music together with body movements to a steady beat | | |
|  | PSHE is taught daily through incidents that arise and focuses on: Self-Regulation, Managing Self and Building Relationships | | | | | | | | |
| PSHE | Beginning and Belonging  How we are special  How I can make the classroom safe and happy  How to play and work with others  How my behaviour makes other people feel | Family and Friends  Who my special people are and why they are special  How to be a good friend  How to make new friends What to do if someone is unkind to me | My Emotions  Recognising and showing my emotions and emotions in others  What causes different emotions  How we feel when things change  Simple ways to make myself feel better  How I can help to make other people feel better | | Identities and Diversity  How we are similar and different to each other  Who the different people who make up a family are Similarities and differences in way people and families live their lives  Valuing different people, what they believe in and how they live their lives | Keeping Safe (including drug education)  What I have to keep safe from How to know if something is safe or unsafe  Simple safety rules for when I am home, at school or out and about  How to say ‘No’ if I feel unsure about something and it does not feel safe or good  How to ask for help and to tell people if I am worried or upset Who the people who keep me safe are  What goes onto and into my body and who puts it there Why people use medicines Safety rules relating to medicines | | Healthy Lifestyles  How I keep my body healthy Why food and drink is good for us  How I can make healthy choices about food |
| RE | What makes people special to us?  What makes people special? Understanding that everyone is unique and that we all have different talents.  Harvest Celebrations | What times are special to us?  What is Christmas?  Festivals: Bonfire Night, Remembrance, Diwali, Christmas | What can we learn from special stories? (Linked to different religions)  Festival: Chinese New Year | | How should we look after our world? Looking for signs of Spring.  What is Easter?  Festival: Easter | What times are special to us? How do people celebrate? (Traditions/Family routines etc.)  Festival: Eid | | What makes a place special?  Understanding that different places are special to people for different reasons. |