

## EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow!	Animal Safari	On the Beach
Key Texts	On the Way Home Mr Grumpy's Outing Six Dinner Sid	Whatever Next!	Mrs Armitage on Wheels Rosie's Walk	Farmer Duck	Owl Babies The Gruffalo Handa's Surprise	Goodnight Moon Shhh!
Enrichment	Walk around school grounds	Pantomime Visit	Historic artefacts into school – library service  Invite Grandparents in to discuss old toys, childhood and make crafts	Forest Schools  Trip to the farm	Forest Schools  Trip to the farm	Collaborative Event
Communication and Language	C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions					
Physical Development	Multiskills (balance, moving)	Dance (moving to music, space)	Gymnastics (balance, jumping and landing)	Olympic Games	Cricket (following rules, using a racket)	Athletics (running and agility)
	Daily provision will be in place for fine motor skills including, threading cutting, weaving and object manipulation. Gross motor skills will also be included in provision including opportunities for use of outdoor equipment, pushing, pulling, balance and strength building activities.					
Personal, Social and Emotional Development	<b>Me and My Relationships</b> What makes me special and who helps me?	<b>Valuing Difference</b> What makes us the same and different?	<b>Keeping Myself Safe</b> How do I stay safe and ask for help?	<b>Rights and Responsibilities</b> How can I make caring choices?	<b>Being My Best</b> What keeps me healthy and happy?	<b>Growing and Changing</b> How do things grow and change?

## EYFS Curriculum Map

Opportunities for promoting relationships and managing self will be made available in the provision, including in role play areas, circle times and child and adult interactions.

Phonics	<p>Phase 2 A1 s,a,t,p,i,n,m,d,g,o,c,k,c k,e,u,r,h,b,f,l</p> <p>is,l, the,</p>	<p>Phase 2 A2 ff,ll,ss,j,v,w,x,y,z,zz,qu,words with s /s/ added at the end, ch,sh,th,ng,nk, words end s /z/ (his) and s /z/ added at the end (bags)</p> <p>as, and, his, her</p>	<p>Phase 3 Sp1 ai ee igh oa oo <b>oo</b> ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p> <p>was you they my by all are sure pure</p>	<p>Phase 3 Sp2 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in –ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Review all taught so far Secure spelling</p>	<p>Phase 4 Su1 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVC longer words longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Su2 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>Review all taught so far Secure spelling</p>
	<p>TFW- We're going on a Bear Hunt (4 weeks)</p> <p><b>Focus - Setting</b> Innovation- substitution</p>	<p>TFW- The Three Billy Goats Gruff. (3 weeks)</p> <p><b>Focus - plot/ bad characters description</b> Innovation- substitution</p>	<p>TFW The Three Little Pigs (3 weeks)</p> <p><b>Focus - Cumulative tale</b> Innovation- substitution</p>	<p>TFW- The Little Red Hen (3 weeks)</p> <p><b>Focus - Setting</b></p>	<p>TFW Elmer (4 weeks)</p> <p><b>Focus – Character and setting</b></p>	<p>TFW text- The Hungry Caterpillar (4weeks)</p> <p><b>Focus - Description</b></p>

## EYFS Curriculum Map

	<p>Oral storytelling-model telling stories using objects such as puppets.</p> <p><b>Non-fiction focus-</b> Innovation linked to a nonchronological report - recount linked to walk around our local environment (what did we see?)</p>	<p>Oral storytelling- Introduce the word 'character' and learn about its meaning.</p> <p>'character' and learn about its meaning.</p>	<p>Oral storytelling-model telling stories using objects such as puppets. Build a house out of different objects.</p>	<p><b>Innovation-substitution)</b></p> <p><b>Non-fiction focus-</b> Innovation linked to a nonchronological report – from wheat to bread.</p>	<p><b>Innovation-substitution</b></p> <p>Oral storytelling- create stories using the small world- select characters and introduce the word 'setting' and explore the meaning.</p> <p><b>Non-fiction focus-</b> Innovation linked to a nonchronological report about elephants. <b>Poetry Focus-</b> (1 week) Winter Time Poem by Mary Ryer,</p>	<p><b>Innovation-substitution</b></p> <p>Oral storytelling- create stories using the small world</p> <p><b>Non-fiction focus-</b> Innovation linked to a nonchronological report about butterflies and their life cycle.</p>
<b>Mathematics</b>	<p>Subitising within 3, Focus on counting skills, Explore how all numbers are made of 1s Focus on composition of 3 and 4, Subitise objects and sounds, Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5</p>	<p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets</p>	<p>Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts</p>	<p>Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition -</p>	<p>Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>

## EYFS Curriculum Map

		Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Sorting numbers according to attributes - odd and even numbers	of 10 Comparison – linked to ordinality Play track games	
Regular opportunities to practice mathematics skills will be carefully planned into the provision where children will consolidate and build on their skills.						
RE	<b>Being special: Where do we belong?</b>	<b>Why is Christmas special for Christians?</b>	<b>Why is the word 'God' so special to Christians?</b>	<b>Why is Easter special to Christians?</b>	<b>What places are special and why?</b>	<b>What times/stories and special and why?</b>
Children will have opportunity to develop their emerging moral and cultural awareness through regular reflection time.						
<b>Expressive Arts and Design - Design and Technology</b>	<u><b>Let's Explore</b></u>  Den building with large boxes.  Make a house using boxes and collage materials  Make a jam sandwich	<u><b>Marvellous Machines</b></u>  Create a robot using foil and junk modelling Design, make and evaluate your own machine	<u><b>Long Ago</b></u>  Work in a group to create a t-shirt together  Make a peg doll.	<u><b>Ready, Steady, Grow</b></u>  Sort plant and animal foods Use senses to explore fruit and vegetables Create a seed shaker Junk model farm vehicle Help to prepare a range of healthy snacks.	<u><b>Animal Safari</b></u>  Create collaboratively, to make an animal den.  Create an animal mask  Animal pattern weaving on looms	<u><b>On the Beach</b></u>  Sea shaker Recognise that it is possible to change and alter their designs and ideas as they are making them. Design and make a boat that floats
<b>Expressive Arts and Design - ART</b>	<u><b>Let's Explore</b></u>  Paint a self portrait Paint a fantasy world Sing various traditional action rhymes	<u><b>Marvellous Machines</b></u>  Draw a machine Use nuts and bolts to create transitional art Draw a vehicle	<u><b>Long Ago</b></u>  Sing traditional Nursery Rhymes and Lullabies Design an outfit from past and present	<u><b>Ready, Steady, Grow!</b></u>  Sing a range of traditional farm songs Print with vegetables Group work to create a basket or fruit face	<u><b>Animal Safari</b></u>  Draw an animal Paint and collage a bird Animal Songs	<u><b>On the Beach</b></u>  Beach shell art Paint a seaside scene Sing seaside songs

## EYFS Curriculum Map

	Draw a picture of inside your house Sing a range of traditional action rhymes	Dance like a robot	Create a self portrait using clay Dance to a range of music from the past	based on The Fruit Basket by Giuseppe Arcimboldo Colour mixing	Camouflage printing using bubble wrap Mix paint to create a landscape	Paint and collage a star fish Draw a seabird Draw a fish Create a sea picture using coloured paper and scissors in the style of Henri Matisse Sing pirate songs
	Regular opportunities available for 3D modelling with construction, junk modelling , messy play, collage, cutting, threading					
	Regular opportunities available for painting, drawing, messy play, collage, cutting, drama, role play, threading, moving to music, musical instruments, singing songs.					
<b>Music</b>	<b>Pulse</b> Identify the pulse of a variety of music	<b>Voice</b> Pitch-match a small range of notes, explore different types of sounds which their voice can make	<b>Rhythm</b> Learn a large range of songs to help them learn about tempo, pulse	<b>Pitch</b> Explore pitch through movements and experiments with their voices. Follow graphical representations and use their voices to match the pitch	<b>Music Technology</b> Introduced to simple technology/ APPs that allow voice recordings to be made	<b>20<sup>th</sup> Century Music</b> Learn the key features of country music, big band music and beatboxing
<b>Computing</b>	Computer systems and networks  Using a computer (All 5 lessons)	Programming  All about instructions (All 5 lessons)	Computer systems and networks  Exploring hardware (4 lessons: 1-4 only)	Data Handling  Introduction to data (4 lessons: 1-4 only)		

## EYFS Curriculum Map

<p><b>Understanding the World- Science</b></p>	<p><b><u>Let's Explore</u></b> What's Inside- describe textures. What animals live in the school grounds? Go on a sensory walk around school.</p>	<p><b><u>Marvellous Machines</u></b> Use a machine to make a healthy snack- popcorn in the microwave How does a tablet work? Use a microphone to change your voice. Create talking devices with paper cups and string. How does a vacuum cleaner work? What do machines look like inside? What can I switch on? Explore a snap circuit- light bulb Investigate how far a car will travel with a ramp Explore magnets</p>	<p><b><u>Long Ago</u></b> Explore seasons How have I changed and grown since a baby? What material is best for a baby toy?</p>	<p><b><u>Ready, Steady, Grow!</u></b> Name farm animals Plant a bean seed and find out how it will grow in different conditions Grow vegetable scraps Sort seeds Plant vegetable seeds Match animals and babies</p>	<p><b><u>Animal Safari</u></b> How to look after pets What animals live in the school grounds? Litter picking Animal babies Scale, fur or feathers? Which animals lay eggs? Facts about animals What do animals eat?</p>	<p><b><u>On the Beach</u></b> Who lives on the seashore? Looking after our beaches Who lives in shells? Crabs Rock pools Who eats who? Who lives in the ocean? Investigate different fabrics that are waterproof</p>
<p><b>Understanding the World- Geography</b></p>	<p><b><u>Let's Explore</u></b> What's Inside Draw a map after listening to "We're Going on a Bear Hunt" Draw a map of a familiar journey</p>				<p><b><u>Animal Safari</u></b> Where in the world do animals live? Animals in the Serengeti</p>	<p><b><u>On the Beach</u></b> What does the seaside look like? Features of a rock pool Seas and oceans around the world Draw a treasure map</p>

## EYFS Curriculum Map

	<p>Create a map of your journey around school Where have you been on holiday- look at maps Different places around the world- mountains, jungles etc.</p>					
Understanding the World- History	<p><b><u>Let's Explore</u></b> Compare past and present photos of the local area</p>	<p><b><u>Marvellous Machines</u></b> Compare machines from the past and now How have vehicles changed over time?</p>	<p><b><u>Long Ago</u></b> The Tiger Who Came to Tea-/ Peepo- discuss how life was different in the past Look at photos of the school in the past Order photos of familiar sequences within the day Explore photos of antique objects Dress up and take black and white photos Share special memories Family Trees Grand parents Old toys</p>	<p><b><u>Ready, Steady, Grow</u></b> Farms in the past</p>	<p><b><u>Animal Safari</u></b></p>	<p><b><u>On the Beach</u></b> Holidays in the past</p>