



## EYFS Curriculum Map

Our Reception curriculum is carefully sequenced to build strong foundations in communication, early reading, writing and mathematics. Learning progresses across the year so children develop the knowledge, skills and confidence needed for a successful transition into Key Stage 1.

Language is central to our approach. Through high-quality interactions, shared stories and purposeful play, adults help children extend their vocabulary, explain their thinking and fully engage in learning.

Children begin with what is familiar, including family, school and the local community, before expanding their understanding of the wider world. Alongside academic development, we prioritise independence, resilience and positive relationships so every child leaves Reception confident and ready for the next stage.

|                                 | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---------------------------------|---|---|---|---|---|---|
| Phonics                         | Phase 2   | Phase 2   | Phase 3   | Phase 3   | Phase 4   | Phase 4   |
| Talk 4 Writing                  | We're Going on a Bear Hunt  | The Three Billy Goats Gruff   | The Three Little Pigs   | The Little Red Hen  | Elmer   | The Hungry Caterpillar  |
| Maths – Mastering Number        | Build early number sense through subitising to 4, secure counting and simple comparison of sets.  | Develop understanding of numbers to 5 using part-whole, counting, numeral matching and verbal counting beyond 20. | Strengthen fluency within 5 by exploring one more and composing 6 and 7 as “5 and a bit.” | Secure ordering to 8, introduce less than, explore doubles and identify odd and even numbers. | Extend counting to larger sets, subitise to 6 and develop composition, including making 10. | Consolidate fluency by introducing the rekenrek, securing bonds to 5 and exploring number patterns. |
| Shape, Space and Measure - WRMH |   | Circles and triangles   | Shapes with 4 sides   | Mass and capacity   | Explore 3-D shapes  | Visualise, build and map  |
| Communication and Language      | Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE sessions, storytelling, singing, targeted speech and language support and the use of Talk for Writing strategies. |   |   |   |   |   |
| Physical Development            | Multiskills (balance, moving)   | Dance (moving to music, space)  | Gymnastics (balance, jumping and landing)   | Games   | Games (following rules, using a racket)   | Athletics (running and agility)   |
| Expressive Arts and Design      | Expressive Arts and Design is developed continuously through enhanced provision, adult-led creative opportunities and regular singing   |   |   |   |   |   |



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| Music                          | <b>Pulse</b><br>Identify the pulse of a variety of music           | <b>Voice</b><br>Pitch-match a small range of notes, explore different types of sounds which their voice can make | <b>Rhythm</b><br>Learn a large range of songs to help them learn about tempo, pulse | <b>Pitch</b><br>Explore pitch through movements and experiments with their voices. Follow graphical representations and use their voices to match the pitch | <b>Music Technology</b><br>Introduced to simple technology/ APPs that allow voice recordings to be made | <b>20<sup>th</sup> Century Music</b><br>Learn the key features of country music, big band music and beatboxing |
|--------------------------------|--|--|---|---|---|--|
| PSED (SCARF)                   | Me and My Relationships<br>What makes me special and who helps me? | Valuing Difference<br>What makes us the same and different?  | Keeping Myself Safe<br>How do I stay safe and ask for help?                         | Rights and Responsibilities<br>How can I make caring choices?   | Being My Best<br>What keeps me healthy and happy?   | Growing and Changing<br>How do things grow and change?   |
| <b>Understanding the World</b> |  |  |   |   |   |  |
|                                | <b>Belonging</b>   | <b>Celebrations and Community</b>  | <b>Growth and Change</b>  | <b>Living Things and Places</b>   | <b>Exploring Our World</b>  | <b>Moving On</b>   |
| People who help us             | Teachers, families, school staff                                   | Community helpers  | Health professionals, including doctors and dentists                                | People who keep us safe   | People who support our learning   | Preparing for transition   |
| Local Landmarks                | Classroom, school and playground                                   | Home and the immediate local area  | Maps, routes and journeys   | Local services  | Exploring beyond the village  | Becoming familiar with the new classroom   |
| Seasonal Change                | Autumn weather, leaves, harvest                                    | Colder weather, seasonal clothing  | Changes from winter to spring   | Spring growth and changing weather  | Signs of summer approaching   | Summer weather and outdoor environments  |
| Animals Near and Far           | Pets and familiar animals  | Woodland animals   | Animals from different habitats   | Farm animals and life cycles  | Minibeasts  | Revisiting habitats and animal needs   |

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| Festivals and Celebrations | Harvest                       | Bonfire Night, Diwali, Christmas | Lunar New Year       | Easter                     | Birthdays                               | End-of-year celebrations |
|----------------------------|-------------------------------|----------------------------------|----------------------|----------------------------|---|--------------------------|
| Past and Present           | All about me, family routines | Past experiences and memories    | Growing and changing | Comparing past and present | Recognising new skills and achievements | Looking ahead            |