

Curriculum Map

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me! 	Sparkle and shine! 	Once upon a time! 	Ready, steady, grow! 	Superheroes! 	Go Jetters! 
The Big Question	How am I special?	How do people celebrate special times?	What makes a good story?	How can I care for nature?	Who is a real-life superhero?	What can we see and hear at the seaside?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories. Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibests Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Cultural capital and enrichment	School tour Harvest festival Walk in local area Owl visit	Nativity Pantomime Reverend Matthew	Little City visit Chinese new year Valentines day Eid	Pancake day World book day Mothers day Easter	Call of the Wild trip	Sports day Fathers Day
Roleplay areas	Home corner	Home corner- Christmas theme Santas workshop	Three bears cottage	Vets Garden center	Doctors School	Travel agents Ice-cream parlour

Personal, Social and Emotional Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
	Recognise that we are an important person in our class.	Recognise that we are an important person in our class and school.	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	Consider and talk about how others may be feeling or what they might be thinking during different activities.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.
	Be a good friend to others and know what that means and involves.	Be a good friend to others and know what that means and involves.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	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.
	Manage own needs e.g. fastening coat, putting on shoes.	Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves	Form positive relationships with adults and friendships with peers.	Work and play cooperatively and take turns with others.	Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Develop confidence to try new activities and show independence. (link with challenges in provision)	Think about the perspectives of others. Eg how do you think X feels when this happens?	Manage own self-care needs.	Show sensitivity to their own and to others' needs.		
	Identify and name emotions. Link book character's emotion to own experiences	Manage our own personal hygiene including going to the toilet and washing our hands.		Identify and moderate own feelings socially and emotionally		
Physical Development	Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success)			Continue to see self as a valuable individual.		
	Become independent when managing our own personal hygiene including going to the toilet and washing our hands.					
	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
	Stand still, wait and walk in a line during different activities throughout the school day.	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area and during PE sessions.	Continue to refine the fundamental movement skills they have already acquired	Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
	Sit at a table or on the floor to complete an activity.	Developing ability to control a ball without using hands.	Develop overall body-strength, balance, co-ordination and agility.	Link sequences of movement with confidence, control and fluency.		
	Consolidate tripod grip.	Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)			
Gross Motor Skills Fine Motor Skills	Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)					
	Throughout the year we will...					
	Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to... 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. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to... Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.
	Literacy <u>Focus texts:</u> - The Colour Monster Goes to School - In Every House on Every Street - Funny Bones - Welcome to Our World - Monkey Puzzle - Dipal’s Diwali (Twinkl Original) <u>Additional Texts:</u> All are welcome The invisible string I love me Super Duper You Our skin Colour Monster Elmer The Great Big Book of Families	<u>Focus texts:</u> - The Gruffalo - It was a cold dark night - Owl babies - The Stick Man - The jolly Christmas postman - The nativity - A festive feast (Twinkl original) <u>Additional Texts:</u> Little glow Hello autumn/winter When’s my birthday Bonfire Night Hanukkah Rama and Sita Meet the weather The Nativity Leaf man	<u>Focus texts:</u> - The elves and the shoemaker - The tiger who came to tea - The gingerbread man - The three little pigs - Goldilocks and the three bears - The Great Race – Lunar New year <u>Additional Texts</u> The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale There is no dragon in this story Little Red: A Rebel Fairytale	<u>Focus texts:</u> - Jack and the beanstalk - Handa’s surprise - The enormous turnip - The little red hen - The hungry caterpillar <u>Additional Texts</u> What the Ladybird heard The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs	<u>Focus texts:</u> - Supertato - Superworm - Traction man is here - People need people - A superhero like you - Non-fiction texts for people who help us. <u>Additional Texts:</u> My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero	<u>Focus texts:</u> - Rainbow fish - Commotion in the ocean - Dinosaur beach - Sharing a shell - The Cautious Caterpillar – Twinkl resource - The Frog Olympics <u>Additional Texts</u> Martha Maps it Out Clean Up Lighthouse Keeper’s Lunch Billy’s Bucket Commotion in the Ocean Pirates love Underpants

Comprehension	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Word Reading	<u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages.	<u>Comprehension</u> Children will engage and enjoy an increasing range of books.	<u>Comprehension</u> Children will act out stories using recently introduced vocabulary.	<u>Comprehension</u> Children will be able to talk about the characters in the books they are reading.	<u>Comprehension</u> Children will retell a story using vocabulary influenced by their book.	<u>Comprehension</u> Children will be able to answer questions about what they have read.
Writing	<u>Word Reading</u> Children will learn set 1 speed sounds and begin to read simple three-letter words.	<u>Word Reading</u> Children will continue to learn set 1 speed sounds and begin to read captions and sentences.	<u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together.	<u>Word Reading</u> Children will read short phrases containing red words and digraphs learnt so far.	<u>Word Reading</u> Children will read longer sentences containing tricky words.	<u>Word Reading</u> Children will read books matched to their phonics ability.
	<u>Writing</u> Children will give meanings to the marks they make.	<u>Writing</u> Children will form letters correctly.	<u>Writing</u> Children will write words representing the sounds with a letter/letters.	<u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters.	<u>Writing</u> Children will write words which are spelt phonetically correct.	<u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.
Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.						
Phonics	Read, Write, Inc. Read Write Inc. (RWI) in Reception delivers a systematic phonic progression that moves from letter-sound recognition to fluent reading. In the Autumn term , children master Set 1 Speed Sounds and begin blending simple three-letter words using " Fred Talk ". By the Spring term , they introduce " Special Friends " (digraphs), learn sight-taught " Red Words ", and transition to reading simple sentences in Ditty Books while using " Fred Fingers " to spell. Finally, the Summer term focuses on reading Storybooks repeatedly to build fluency, expression, and comprehension, with higher-achieving groups introducing Set 2 long vowel sounds to ensure a seamless transition into Year 1. This entire timeline is supported by regular assessments every half-term , allowing children to be fluidly regrouped so that the pace and challenge perfectly match their individual reading ability.					

Mathematics	Opportunities for settling in and introducing the areas of provision. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language We will be learning to... • Perceptual and conceptual subitizing up to 3, 4, and 5. • Establishing 1:1 correspondence and counting sequences. • Exploring the composition of numbers 3, 4, and 5 (including "5 and a bit" structures). • Comparing sets and exploring initial ordinality (1 more/1 less) • Continue, copy and create repeating patterns using colours, shapes and every day objects. • Name different 2d shapes, recognise and find similarities and differences between them.		We will be learning to... • Deepening understanding of the linear number system. • Subitizing within 6, doubles, and exploring part-part-whole relationships. • Introduction to sorting odd and even numbers. • Comparing attributes and magnitudes of larger numbers within 10. • Use talk to compare length, weight and capacity of different items.		We will be learning to... • Introducing the rekenrek to show embedded structures of numbers to 10. • Counting beyond 20 and recognising magnitude comparisons. • Consolidating number fact recall and automaticity for small numbers.	
Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions How have I changed? Who is in my family? Our Geography question Where in the world do I live? Our Science question What are my senses?	Our History questions How have birthdays changed? What was Christmas like a long time ago? Our Geography question How do celebrations look different for children living in other parts of the world? Our Science questions How does it work? What is it changing?	Our History question How has my school changed? Our Geography question What would we see if we climbed Jack's beanstalk? Our Science question What is the weather like today?	Our Geography question Where do animals live? Our Science question How do animals grow and change?	Our History question Were there doctors and nurses a long time ago? Our Geography question What jobs do people have in my community? Our Science question Who helps me to keep my body healthy?	Our History question How have vehicles changed? Our Geography question Where did you go on holiday? Our Science questions How do toy vehicles work? What is happening to my ice lolly?
	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					

Expressive Art and Design	Art question Can I identify and incorporate a variety of colours in my artwork?	Art question How will I print my own celebration wrapping paper?	Art question How can I use what I find in the garden to create a picture?	Art question Which artists have painted pictures of animals?	Art question How will I create a superhero cityscape?	Art question Which artists have painted pictures of the seaside?
	DT question Can I create a self portrait using different materials?	DT question What do I need to create a Christmas decoration?	DT question How will I build a den?	DT question How will I create a 'hatching' animal?	DT question How will I create a model of an emergency vehicle?	DT question How will I make a fruit smoothie ice lolly?
Music	Charanga unit- Chant to the animals	Charanga unit- creative moves	Charanga unit- Liltng lullaby	Charanga unit- Number time	Charanga unit- Wellbeing matters	Charanga unit- Rhythm adventure
Religious Education	What is special about our world?	What times are special and why?	What stories are special and why?	Which people are special and why?	What places are special and why?	Where do we belong?
PE		Fundamental movement skills Dance- jungle	Gymnastics bouncing and jumping Stability - static and dynamic balance	Object control Gym- rocking and rolling	Invasion game skills Striking and fielding games	Target games Athletics
PSHE <i>Jigsaw</i>	Me and my Relationships	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing