



## CARCLAZE COMMUNITY PRIMARY SCHOOL EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English – novel RWI</b>	Owl Babies	We're Going on a Bear Hunt	Handa's Surprise	The Little Red Hen	Jack and the Beanstalk	The Hungry Caterpillar
<b>Literacy – Comprehension</b>  <b>DAILY NOVEL STUDY</b>	Understand story, retell, and key vocabulary. Story discussions, non-fiction, and anticipate key events.	Understand story, retell, and key vocabulary. Story discussions, anticipate key events.	Understand story, retell, and key vocabulary. Story discussions anticipate key events.	Understand story, retell, and key vocabulary. Story discussions, anticipate key events.	Understand story, retell, key vocabulary Story discussions, non-fiction anticipate key events,	Understand story, retell, and key vocabulary. Story discussions, non-fiction anticipate key events.
<b>Literacy – Word Reading</b>	Read Write Inc Sound games Reading Den	Read Write Inc Read captions/labels. Sound games Guided reading: Reading Den	Read Write Inc Read captions/labels Reading Den Guided reading Compare Handa's Surprise to Handa's egg	Read Write Inc Read recipes , read captions Reading Den Guided reading Reading comprehension skills World book day	Read Write Inc Read info in books plants and growth, labels. Reading Den Guided reading Reading comprehension skills	Read Write Inc Read, make and use mini-beast info books Reading Den. Reading comprehension skills Guided reading
<b>Literacy - Writing</b>	Read Write Inc Mark making opportunities Writing about ourselves and families / name writing	Read Write Inc Initial sounds, simple CVC words, listening for and representing sounds Bear hunt writing, bear and environment descriptions, picnic and Christmas lists	Read Write Inc Write simple phrases Handa writing, fruits, describing characters, settings, lists fruits and healthy foods.	Read Write Inc Write simple sentences Instructions writing, recipe writing, Shopping lists, Setting and character descriptions in sentences. Speech bubbles	Read Write Inc Write simple sentences Sentences about story, speech bubbles form characters, books, lists, captions and labels. Seed packet information.	Read Write Inc Write more complex sentences. Stories. Mini beast information pages, outdoor sense poems. Labels and captions. Invitations and posters.
<b>Mathematics – Number</b>  <b>White Rose (See white rose detailed schemes).</b>	<u>Getting to know you maths and Just like me!</u> <u>It's me 1, 2, 3!</u> Match and sort Compare amounts. Representing, comparing and composition of 1, 2, 3.	<u>It's me 1, 2, 3!</u> Representing, comparing and composition of 1, 2, 3.  <u>Light and dark</u> Representing numbers to 5.	<u>Alive in 5!</u> Introducing zero Comparing numbers to 5 composition of 4 and 5  <u>Growing 6,7,8</u> 6,7,8, Making pairs	<u>Growing 6,7,8</u> 6,7,8, Making pairs Combining 2 groups  <u>Building 9 and 10</u> 9 and 10	<u>To 20 and beyond</u> Building numbers and counting patterns beyond 10 Numerical Patterns Automatic recall Number Bonds <u>First then and now</u>	<u>Find my pattern</u> Doubling, sharing and grouping. Even and odd  <u>On the move</u> Deepening understanding Patterns and relationships

PDR – Plan Do Review, WC – Welcome Circle, NS – Novel Study, [Purple Mash Computing programmes](#)



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		One more and less.	Combining 2 groups	Comparing numbers to 10 Bonds to 10	Adding more and taking away	
<b>Mathematics – Numerical Patterns</b> <b>White Rose (See white rose detailed schemes).</b>	Compare size, mass and capacity. Exploring patterns.	Circles and triangles, positional language.  Shapes with 4 sides. Time.	Compare mass Compare capacity  Length and height Time	Length and height Time  3D shape Pattern	<u>Spatial reasoning 1</u> Match, rotate, manipulate  <u>Spatial reasoning 2</u> Compose and decompose	<u>Spatial reasoning 3</u> Visualise and build  <u>Spatial reasoning 4</u> mapping
<b>Communication and language – listening, attention and understanding</b>	PDR/WC/NS Listen attentively Respond to what they hear, understand questions Small group interactions.	PDR/WC/NS Make comments Ask questions Hold conversations	PDR/WC/NS Ask questions, hold conversations and engage	PDR/WC/NS Hold conversations with exchanges back and forth. Ask questions	PDR/WC/NS Ask questions to clarify their understanding	PDR/WC/NS Making comments and asking questions to clarify
<b>Communication and language – Speaking</b>	PDR/WC/NS Using key vocab, express ideas and feelings. Hold conversations. small group and partner talk Learn rhymes	PDR/WC/NS Learn and use key vocab, express ideas and feelings. Connect ideas Learn poems about food  Talk token activities. R time talk partners. Odd one out discussions.	PDR/WC/NS Learn and use key vocab, offering explanations. Describe events-cooking. Ask questions Give reasons for choices. R time partners. Talk tokens. play oracy games	PDR/WC/NS Learn and use key vocab, offering explanations Using past, present and future tense. Ask questions Give reasons for choices. R time partners. Talk tokens. play oracy games	PDR/WC/NS Using key vocab, offering explanations. Describe events to year one. Using past/present/future tense. Making use of conjunctions. Ask questions play oracy games	PDR/WC/NS Using key vocab, offering explanations. Describe events – outdoor learning to preschools. Using past, present and future tense. Making use of conjunctions. Ask questions play oracy games
<b>Understanding the world - Past and Present</b>	Talk about families. Share information. Books and real life. Compare their life, changes when growing.	Where we live? Use map. Places we like to visit. People that help us. All about me, photos and objects comparing when little.	Compare farming and food production Use map to locate Africa and china. Use globe and map to locate countries	Compare farming and food production – past and present. Images.  St Piran story	Cornish History Mining Mousehole cat	Cornish History Food



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		Pictures of Picnics and days out now and then.	different food comes from.	Cornwall Author talks	Compare past and present jobs and way of life.	
<b>Understanding the world -people, Culture and Communities</b>	Describe environments in school	Christmas in different communities and religions in this country	Different cultures. Similarities and differences between this county and others, from books, Chinese New Year	Easter-different religious cultures and communities. Food production similarities and diff between different countries- use maps and non-fiction Cornish foods	Cornish history- where we live, use of maps. <b>Simple City</b>	Use of maps, use of non-fiction texts. Outdoor learning Compare environments Care for our environment
<b>Understanding the world – The Natural World</b>	Owls and habitats- observations, use of book. Seasons. Differences between ourselves hair/ eye colour. Our body	Compare and describe environments, own experiences and book. Signs of Autumn walk and changes. Exploring all their senses.	Contrast environments- Africa to Cornwall, China to Cornwall, similarities and differences	Change- flour, wheat, change of state, popcorn, cooking. Bread making scones Environments and signs of Spring <b>Seasons pin</b>	Seeds, plants growth and change, explore, observe and change, drawings and labels. <b>Growing and gardening topic pins</b>	Explore, observe, and draw similarities differences of mini-beasts and the natural world. Life cycle butterfly- change. Keeping safe in the Summer. Seasons. Describe environments. <b>Mini-beast topic pin.</b>
<b>RE</b>	Being Special- Where do we belong Harvest	Nativity- Christmas	Special Times	St Piran’s day Easter Story	God and why important to Christians	Special Places to us and why
<b>PSED – Self Regulation</b>	Listen and learn to pay attention in small and large groups. Take responsibility to look after things	Feelings tree What makes us happy? Discuss own and others feelings.	Show resilience and perseverance adapting designs for bags and baskets to hold fruit.	Feelings and fairness linked to Red Hen and the Easter story.	Follow instructions with several ideas/actions- planting.	Share and take on the role of supporting pre school on transition sessions, picnic and outdoor learning activities.
<b>PSED – Managing Self</b>	Establishing, making, and following School rules. Basic hygiene and personal needs. PDR Caring friends Family and friendships	PDR-perseverance and resilience and den building. Snack – healthy food choices.	Fruits - healthy foods Cooking using fruits recipes. PDR – try new activities. Family and friendship being kind	PDR – reflect and self-evaluate. Right and wrong with Red Hen, considering needs of others.	PDR Develop perspectives of others linked to novel. Right and wrong with Jack  Family relationships	Healthy foods – healthy eating. Discuss overall health and well-being factors PDR – resilience and perseverance – reflect, self-evaluate.

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		Discuss good hygiene and caring for our bodies		Family and friendship being kind		
<b>PSED Building Relationships</b>	Make friends Positive attachment to small group.. Talk about own feelings. Welcome circles	PDR cooperation and sharing – build relationships Turn taking games Partner work- bear dens,	Solve conflicts Listen to each other respectfully in small group and PDR	Solve conflicts related to novel – perspectives of others.	Develop perspectives of others from novel and in real life.	Transition with pre-schools Show sensitivity to others needs, build relationships.
PSED is incorporated in our daily EYFS positive class culture and ethos. Also covered in daily 'Time To Think' lessons.						
<b>Physical Development – Gross Motor Skills</b>	Real P.E The Birthday Bike/Pirate planks Coordination and Balance Spatial awareness.	Real P.E Journey to the Blue Planet/ Monkey Business. Jumping, landing, static balances	Real P.E Tilly and the Trains Big Day/Thembi walks the Tightrope Ball skills Static and dynamic balances Healthy choices	Real P.E Clowning Around/ Wendy's Waterski Challenge Ball skills, counter balance with partners Sports Day Practise.	Real P.E John and Jasmine Learn to Juggle/Ringo to the Rescue Coordination sending and receiving. Agility reaction and response	Real P.E Sammy Squirrel and his Rolling Nuts/Casper the Very Clever Cat Agility and ball chasing. Static balance floor work.  Health and well-being factors
Daily wake and shake – Daily outdoor physical experiences in PDR - Outdoor team games and use of apparatus.						
<b>Physical Development – Fine Motor Skills</b>	Cutlery with lunches Fine motor activities- threading, tweezers, pinching, Painting, mark making. Holding a pencil – rwinc. Playdough foods people	Read Write Inc letter formation and writing activities. Holding a pencil. I Pad pictures from NS. Use of tools in small group and PDR. Christmas art and craft and character Puppets	Read Write Inc letter formation and writing activities. Pencil control and grip. Use of tools – cooking, scissors in small group and PDR Playdough	Read Write Inc letter formation and writing activities. Use of tools in cooking, puppet making. small group and PDR	Read Write Inc letter formation and writing activities Use of tools in small group and PDR Observational drawings of flowers and plants Seed packets	Read Write Inc letter formation and writing activities Use of tools in small group and PDR Observational drawings- accuracy. Clay minibeasts.
<b>Expressive art and design – Creating with Materials</b>	Playdough food Paint faces, Paint with fingers and hands Temporary collage. PDR	PDR Character puppets from NS, Textured painting of scenery, Bear dens outdoors	PDR Fruit collage,4 way media pictures fruit, animal masks for storytelling. printing	PDR Salt dough bakery items Character puppets from NS, bags/basket designs Painting and colour mixing-story setting.	PDR Seed packets design and make 3D plant, Observational drawings flowers, plants	PDR Clay minibeasts models Symmetrical butterflies, storymaps. Colour mixing Leaf rubbings  <span style="color: purple;">2 Paint a picture - minibeasts</span>

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	Colour mixing and name primary colours	Christmas art- make tree decorations, cards, Colour mixing Printing wrapping paper		Wet paint –colour mixing	Scene paintings to retell story.	
<b>Expressive art and design – Being Imaginative and Expressive</b>	Sing nursery rhymes and number songs. Percussion work Story retelling  Pantomime visit-online. Role play- doctors surgery	Sing a range of songs, perform Nativity. Recount bear Hunt storytelling, puppets, act out. Rhythm patterns, music and songs with patterns. Christmas music and carols- Role play 2 Paint a picture-bear designs	Recount Handas Surprise. Adapt story adding characters and fruits. Watch dancing And create own dances to a range of African music. Dances from around the world.	Recount narratives – story telling. Preform story acting out with actions.  Music making- different styles of music. Role play –bakery	Perform songs, rhymes and poems Story retelling  Story teller in- preform. Folk music Role play – garden centre Mashcam role play	Story retelling Invent and adapt narratives Food poems and minibeast poems  Own minibeast dances.  Role play-outdoor ice cream shop 2 Beat explore music



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**Characteristics of effective learning**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Playing and exploring – engagement</b>	-Finding out and exploring -Using what they know in their play -Being willing to have a go	--Finding out and exploring -Using what they know in their play -Being willing to have a go	-Finding out and exploring -Using what they know in their play -Being willing to have a go	-Finding out and exploring -Using what they know in their play -Being willing to have a go	-Finding out and exploring -Using what they know in their play -Being willing to have a go	-Finding out and exploring -Using what they know in their play -Being willing to have a go
<b>Active learning – motivation</b>	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do	-Being involved and concentrating -Keeping on trying -Enjoying achieving what they set out to do
<b>Creating and thinking critically - thinking</b>	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways	-Having their own ideas -Using what they already know to learn new things -Choosing ways to do things and finding new ways