



Class 1 EYFS 2021-2022 Curriculum Map

<u>Autumn Term</u>		<u>Spring Term</u>	<u>Summer Term</u>
Nice to meet you.	Do you remember when?	Once upon a time ...	Big Adventures with little feet.
<p>Key outcomes for the project</p> <p>Looking back at their local history, history of Cornwall and some key people and events in time.</p> <p><u>Curriculum Coverage:</u></p> <p>EYFS</p> <p>PSED: Reception: Build constructive and respectful relationships. See themselves as a valuable individual. Nursery: Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important.</p> <p>CL: Reception: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Nursery: Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. May have problems saying: some sounds</p> <p>PD: Reception: Revise and refine the fundamental movement skills they have already acquired. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Nursery: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>		<p>Key outcomes for the project</p> <p>Exploring traditional tales and new authors they enjoy. Looking at story structure and how children can use this in their writing.</p> <p><u>Curriculum Coverage:</u></p> <p>EYFS</p> <p>PSED: Reception: Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Nursery: Select and use activities and resources, with help when needed. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Play with one or more other children, extending and elaborating play ideas. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>CL: Reception: Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Nursery: Sing a large repertoire of songs once taught in Autumn. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals. Understand 'why' questions. Use talk to organise themselves and their play.</p> <p>PD: Reception: Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Combine different movements with ease and fluency. Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing. Nursery: Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their</p>	<p>Key outcomes for the project</p> <p>Exploring the world around them and journeys they can make.</p> <p><u>Curriculum Coverage:</u></p> <p>EYFS</p> <p>PSED: Reception: Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs Nursery: Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p> <p>CL: Reception: Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Use new vocabulary in different contexts. Nursery: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts.</p> <p>PD: Reception: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Develop the foundations of a handwriting style which is fast, accurate and efficient. Nursery: Be increasingly independent as they get dressed and undressed and in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> <p>L: Reception: Re-read these books to build up their confidence in word reading, their fluency and their understanding and</p>

L: Reception: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly.

Nursery: Sing songs and say rhymes independently, for example, singing whilst playing. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing

M: Reception: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10.

Nursery: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.

UW: Reception: Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Name and describe people who are familiar to them.

Talk about members of their immediate family and community.

Nursery: Explore how things work. Show interest in different occupations. Begin to make sense of their own life story and family’s history.

EAD: Reception: Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.

Nursery: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make.

developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items. Choose the right resources to carry out their own plan.

L: Reception: Read a few common exception words from RWI. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Nursery: *Letters and Sounds* Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.

M: Reception: Subitise. Count beyond ten. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10.

Continue, copy and create repeating patterns. Compare length, weight and capacity.

Nursery: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Make comparisons between objects relating to size, length, weight and capacity.

UW: Reception: Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Draw information from a simple map.

Nursery: Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.

Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary

EAD: Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.

Nursery: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

enjoyment. Re-read what they have written to check that it makes sense.

Nursery: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Introduce RWI letters from the start of summer term.

M: Reception: Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Nursery: Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Understand position through words alone. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Talk about and identifies the patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

UW: Reception: Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.

Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.

EAD: Reception: Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.

Nursery: Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.