

Whole School Curriculum Map EYFS

Predicted Themes and Interests – (Will be adapted to meet the needs and interests of the children)

	<u>Autumn 1st half</u>	<u>Autumn 2nd half</u>	<u>Spring 1st half</u>	<u>Spring 2nd half</u>	<u>Summer 1st half</u>	<u>Summer 2nd half</u>
<u>Predicted Interests</u>	Autumn\All about me	People Who Help Us	Traditional Tales	Dinosaurs/ Farm animals	Naughty Bus & Space	Around the World/Pirates
<u>Buy In</u>	Autumn Walk	Burglar Bill	The Three Little Pigs The Wolf is missing!	Letter from the farm	Naughty Bus Incident/ UFO Crash Landing	
<u>Celebration</u>	Autumn harvest festival	Visits from Emergency Services	Teddy Bears Picnic	Visit to the Farm	Alien Party	Carnival/Music visitors - bongo drums
<u>Focus Texts</u>	The Rainbow Fish The Enormous Turnip Supertato	The Highway Rat Non-fiction texts – People who help us The happy post bunny The Christmas Story	The Three Little Pigs Jack and the Beanstalk Goldilocks and The Three Bears The Three Billy Goats Gruff – RESPOND TO NEED	A letter from the farm The Three Billy Goats Farmer Duck	Whatever Next The Naughty Bus Non – fiction texts	Pirates love underpants Rumble in the Jungle Walking through the jungle
<u>Communication and Language</u>	Can show some listening skills Follow simple instructions Understands the uses of the equipment Can talk about what has happened	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions Follows 2 step instructions Using 'and' and 'because' in sentences. Use language to support role play.	Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.	Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way. Create their own narrative with support.	Responds appropriately to different situations Using tense correctly Create their own narrative.
<u>Physical Development</u>	Moves freely using suitable spaces and speed Draws lines and circles Holding a pen correctly Understands their own needs	Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand Makes anticlockwise movement	Can stand on one foot Can catch a ball Can write some letters and copy their name Experiments moving in different ways on equipment and jumps landing safely	Good control and co-ordination in large and small movement Understand the importance for good health of physical exercise, healthy diet and talks about	Demonstrates increasing control over objects Used tools to change to materials Moving confidently	Sports day and physical activities that are included within this using a variety of equipment.

	<p>hunger/toilet/personal hygiene</p> <p>Dresses with support</p> <p>Knows equipment needs to be used safely</p>	<p>Understands the need for varied and healthy food</p> <p>Can write some letters and copy their name</p>	<p>Manages own risk assessment.</p> <p>Helps to put away equipment correctly</p>	<p>different ways to keep healthy and safe</p>	<p>Uses safety measures without direct supervision</p>	
<u>PSED</u>	<p>Forming good relationships and including others in play i.e. sharing</p> <p>Selecting own resources</p> <p>Communicating with peers and listening</p> <p>Aware of boundaries</p>	<p>Explains their own knowledge and asks questions.</p> <p>Takes on responsibility.</p> <p>Confident in different social situations</p> <p>Aware of others feelings</p> <p>Solving their own problems</p> <p>Working as a group</p>	<p>Finds compromise with peers</p> <p>Confident to speak about their own needs/opinions</p> <p>Understands their actions on others</p>	<p>Include others ideas in their activity.</p> <p>Can say when they need or don't need help.</p> <p>Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Taking turns</p> <p>Expressing preference of activity with reasoning</p> <p>Knowing that some behaviour is unacceptable.</p>	<p>Demonstrate sensitivity to other children and form positive relationships with other children.</p>
<u>Literacy</u>	<p>Rhythmic activities</p> <p>Looking at books and joining in with refrains</p> <p>Making marks for meaning</p> <p>Write own name</p> <p>Hears initial sounds</p> <p>Forming recognisable letters</p> <p>Naming letter sounds</p> <p>Recognises letters</p>	<p>Being aware of alliteration-</p> <p>Hears initial sounds-</p> <p>Continues a rhyming string</p> <p>Aware of the structure of stories</p> <p>Recognising some words</p> <p>Blending sounds</p> <p>Beginning to read simple words</p> <p>Segmenting words</p> <p>Beginning to write simple words.</p>	<p>Predicting stories</p> <p>Describing different elements in stories</p> <p>Rhyming string</p> <p>Uses storylines in role play</p> <p>Uses phonics to decode and segment</p> <p>Writing own name and captions</p>	<p>Demonstrating understanding of what they have read</p> <p>Writing irregular common words</p> <p>Attempting to write simple sentences using phonics</p> <p>Writing sentences that they and others can read</p>	<p>Using information books</p> <p>Reading and understanding simple sentences</p> <p>Attempting to write simple sentences using phonics</p> <p>Writing sentences that they and others can read</p>	<p>Writing more sentences using phonetically plausible and knowing using some high frequency words</p>
<u>Maths</u>	<p>Use number in play</p> <p>Recites numbers in order to 10.</p> <p>Recognises numbers up to 5/10 and can count out the right number of objects/actions</p> <p>Uses shapes in pictures</p> <p>Names 2D shapes</p>	<p>Matching objects to numerals</p> <p>Starts to represent numbers</p> <p>Counting up to 10 and beyond</p> <p>Counting up to 10 objects</p> <p>Using positional language</p> <p>Uses shape in construction</p> <p>Creates patterns</p>	<p>Starts to find totals by combining</p> <p>Counting up to 20</p> <p>One more/one less up to 5 then 10</p> <p>Records work with their marks</p> <p>Describes shapes 2D and 3D</p> <p>Orders items by length/weight/capacity</p> <p>Orders time sequence</p>	<p>Using mathematical language to create and solve mathematical problems</p> <p>One more one less without apparatus</p> <p>Subtraction- counting backwards</p>	<p>Estimating More/fewer language</p> <p>Subtraction in taking away</p> <p>Ordering numbers to 20</p> <p>Use time and money language</p> <p>Describes shapes 2D and 3D</p>	<p>Using a number line to count on and backwards to solve addition and subtraction</p> <p>Doubling and halving</p> <p>Mathematical language to describe 3D shapes</p> <p>Using distance language</p>

<p><u>Focus Questions</u></p>	<p>RE – Geography – what is a season? History – How have I changed since I was a baby? Science – How does the environment change in autumn? Technology – What technology do I have in my home?</p>	<p>RE – Geography – where do people work? History – What are our favourite celebrations each year? Science – What does frozen and melting mean? Technology – How do I sequence instructions?</p>	<p>RE – Geography – How do I grow a plant? History – Can I order/sequence events in time order? Science – How do I grow a plant? Technology – How do I program the codi-pilar?</p>	<p>RE- Geography – What are the similarities and differences in my community to the farm? History – How do I know something is from the past? Science – What is the lifecycle of a duck? Technology – To use ICT to record my observations.</p>	<p>RE- Geography – What is a planet? History – How do I identify distance? Science – What is a planet? Technology – To use ICT to record my findings.</p>	<p>RE- Geography – How do I use a map? History – Why do we wear different clothes at different times of the year.? Science – How can I make a boat floa? Technology – To use a computer to find out information.</p>
<p><u>Understanding the World</u></p>	<p>Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique Comments about what they have seen/discovered in the world Look at patterns and change in the environment Investigates toys that use ICT or have moving parts</p>	<p>Recognises and describes special events and joining in with them They understand differences in different families Shows an interest in different occupation. Talks about how things work Knows how simple ICT works Uses age appropriate software.</p>	<p>Knows that information can be selected from the computer Completes a simple program on the computer.</p>	<p>Know about similarities/differences with environments/materials /living things/places</p>	<p>Shows a concern for the living things Make observation of animals and plants and explain why some differences have occurred Look at patterns and change in the environment Understands that technology is all around us</p>	<p>Understands that children don't always enjoy the same thing Understands growth and decay Knows that information can be selected from the computer Completes a simple program on the computer.</p>
<p><u>Expressive Arts and Design</u></p>	<p>Learning new songs Simple construction Using simple tools Familiar role play</p>	<p>Moving to music rhythmically Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play</p>	<p>Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Introducing storylines to their role play</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures Mixing colours</p>	<p>Creating different textures Selecting a wider range of tools Expressive in art/drama/dance</p>	<p>Children creating their own songs and adding their own music Creating their own art pieces and explaining them</p>