

Foundation Stage Curriculum Map 2020 – 21 Early Adopter EYFS	Autumn		Spring		Summer	
	This is me!		Once upon a time ...	Go down to the woods...	Mini-beasts	Travelling
	Judith Kerr		Jeanne Willis	Martin Waddell	Eric Carle	Kes Gray
	Head Teacher Visitor		The Library visits	Teddy Bears Picnic	Animal encounters	Bekonscot visit
<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p> <p>Continuous Provision to include ongoing social skills, Collaborative activities, healthy snack table, Values assemblies</p>	<p>Our class and charter</p> <p>Myself – body & hygiene / The 5 senses</p> <p>New beginnings</p> <p>BLP Characters</p> <p>Caring friendships</p> <p>Respecting other people and their beliefs and feelings</p> <p>Sharing experiences from their home and faith backgrounds.</p>	<p>Telling the truth</p> <p>Keeping safe</p> <p>Religious stories</p>	<p>Achievements</p> <p>Empathy</p> <p>Right & wrong/ religious codes of behaviour</p>	<p>Care for plants & animals</p> <p>Feeling proud</p> <p>Showing our emotions / expressing our feelings</p>	<p>Being grateful</p> <p>Our good & bad qualities</p> <p>Feeling frightened</p> <p>Change / Moving on</p>	
<p>Physical Development</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>Continuous Provision to include Mark making & Cutting equipment, Sand, Playdough, Beanbags & balls, Construction equipment, Skipping ropes, Scooters & trikes.</p>	<p>Imaginative movements</p> <p>Keeping Healthy</p> <p>Group games</p> <p>Space awareness</p> <p>Moving safely in school</p>	<p>Changing for PE</p> <p>Gym- different ways of travelling / Games – bean bag skills Dance – Fireworks dancing /Christmas prod.</p>	<p>Dancing with a partner/ Dance and movement to retell stories.</p> <p>Story movements</p> <p>Games – Ball skills</p>	<p>Large apparatus travel</p> <p>Teddy bear dances / sequences</p> <p>Hoop rolling & skipping</p> <p>Games - Hockey</p>	<p>Our changing bodies</p> <p>Gymnastics- Small apparatus travel</p> <p>Games - tennis</p> <p>Animal movements</p>	
<p>Communication & Language</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their 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 from their teacher.</p> <p>Literacy</p> <p>ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with</p>	<p>Handa’s surprise Retelling and ordering familiar stories.</p> <p>Funny bones- Labelling diagrams</p> <p>Smile Crocodile – Posters</p> <p>How to clean your teeth.</p> <p>Learning the alphabet</p> <p>Writing our names</p>	<p>Mog the forgetful cat Retelling the story, character descriptions</p> <p>Tiger who came to tea – Shopping lists, descriptions, Invitations, Wanted Posters.</p> <p>The other Goose– Retelling the story, character descriptions, speech.</p> <p>Letters to Father Christmas, Christmas Poetry</p> <p>Religious stories.</p> <p>Stories from around the world /different religions / traditions.</p>	<p>The 3 Little Pigs- retelling & ordering. Notes / letters to the wolf</p> <p>The 3 Billy Goats Gruff - speech bubbles. Troll descriptions</p> <p>The gingerbread man – Story map, speech bubbles, recipes</p> <p>The Enormous Turnip - recipes, story ordering, speech bubbles</p>	<p>Goldilocks & 3 bears – Reports, Letters, retelling the story</p> <p>Bear Hunt- Story Ordering, Factual writing about bears</p> <p>I want my Hat back – Character descriptions, Adapted stories</p> <p>Shakespeare Week – Fairy stories</p>	<p>Hungry Caterpillar – Speech factual writing</p> <p>The snail by Matisse Descriptions of the art work</p> <p>The bad tempered ladybird – speech, NF writing – ladybirds</p> <p>The very busy spider – Writing phrases from the story, character descriptions</p>	<p>What the ladybird heard – Maps of the farmyard, adapted story</p> <p>Rosie’s walk – Stories without words, Mapping her journey, adding a written narrative</p> <p>The Night Pirates – retell story, descriptions, dream stories.</p> <p>Whatever Next! Space travel stories.</p>

<p>a letter or letters; Write simple phrases and sentences that can be read by others. Continuous Provision to include Writing/Mark making areas, Reading corner, Access to topic and Class Author books, Story times, Show & tell, The class theatre, Role play areas, Small world play.</p>						
<p style="text-align: center;">Mathematics</p> <p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Continuous Provision to include Maths area, Counting songs, Counting together, The water tray, Maths computer programmes, Number lines, Measuring equipment in construction areas.</p>	<p>Counting (1-10) Recognising & ordering (1-10) Writing numbers Addition , 2D shapes</p>	<p>Counting (1-10 & down) Recognising & ordering (1-10) 1 more/less (1-5) Addition Seasons, Months, Days</p>	<p>Counting (1 – 15 & down) Counting , Recognising & ordering (1-15), Number bonds of 10, Doubling, Subtraction, Weighing, Repeating patterns</p>	<p>Counting (1 – 20 & 2s & 10s) Recognising & ordering (1– 20) Number lines, Subtraction Estimating, Time – day, clock, timers, 3D shapes Measuring length, Money</p>	<p>Counting (1 – 20 & down) Recognising & ordering (1-20) Addition & subtraction Doubling, Halving Capacity, Tallies More and less than</p>	<p>Counting (beyond 20) Recognising & ordering (beyond 20), 100 squares, Addition & subtraction, Number bonds, Estimating, Money</p>
<p style="text-align: center;">Understanding the World</p> <p>ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Continuous Provision to include Topic related books, The World map, Role play areas, Magnifiers, The Garden.</p>	<p>Ourselves & our Family- What we believe - celebrations Healthy eating – Handa’s surprise – Fantastic fruit Hygiene The 5 senses. Using computer programmes Our homes / Other people’s homes</p>	<p>Building materials Environment & seasons Buildings - Looking at different places of worship. Building bridges The enormous turnip-soup / Gingerbread people. Science week – Ice / Antarctica /</p>	<p>Different materials Old & new teddy bears Dressing teddy computer programme Cooking porridge Chairs for the bears</p>	<p>Planting & growing Animals & environments Baby animal names Spring features Mini-beast observations Seasons</p>	<p>Types of transport Make a moving vehicle Around the world/ Maps and globes / Holidays Floating & sinking</p>	
<p style="text-align: center;">Expressive Arts & Design</p> <p>ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Continuous Provision to include Creative areas, Class theatre, Role play areas, Music Area, Dressing up clothes.</p>	<p>RP – House/School/ Restaurant Portraits – Photography, painting, collage Annie Leibowitz Photography Observational drawing Songs & dances from around the world / different religions Christmas decorations Participation in Christmas production</p>	<p>RP – 3 Pigs Building site/ Billy Goats bridge / Gingerbread man’s kitchen Art in / from fairy tales The Cottingly fairies</p>	<p>RP –3 Bears crime scene/ Bear’s cave/ TB picnic Bear Paintings / Sketches Teddy bear songs/masks Modelling bears</p>	<p>Matisse- The snail Minibeast collages Butterfly printing Growing songs RP – Pet shop / Jungle / Garden Centre</p>	<p>Junk modelling space rockets Clay treasure / Jewellery Journey paintings Turner – trains and boats Musical journeys RP – Travel agents / Space rocket/ Pirate ship Train station</p>	