



## EYFS Curriculum Map 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes and Topics</b>	<u>Baseline</u> <u>All About Me</u> My family, my home and my feelings Autumn Hinduism	<u>Our Wonderful World</u> Fireworks & Firefighters Walking in the jungle Elves and the shoemaker Christmas	<u>Homes</u> Polar Regions My community The 3 Little Pigs	<u>Animals</u> Pets Farms Science Week	<u>Growth</u> Jack and the Beanstalk Growing seeds & plants	<u>Transport</u> Lifecycle of a butterfly Different ways to travel Transport in the past
<b>Possible visits and experiences</b>	Home visits Autumn Walk Possible soft play	Christmas cinema visit (bus) Visit from firefighters	Winter Walk	Science Week Spring Walk National Gallery (train)	Churchill Theatre (bus)	Summer Walk Forest School Virtual visit to the London Transport Museum
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>➤ See themselves as a valuable individual.</li> <li>➤ Build constructive and respectful relationships.</li> <li>➤ Manage their own needs.</li> <li>➤ Express their feelings and consider the feelings of others.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Show resilience and perseverance in the face of challenge.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify and moderate their own feelings socially and emotionally.</li> <li>➤ Think about the perspectives of others.</li> </ul>	
	I am unique Making friends Safety in school Class rules E safety Manage personal hygiene Dental hygiene	How do you feel today? Thinking of others Growing up Firework safety Pantosaurus NSPCC Road safety	Friends Dental hygiene-how to brush your teeth The importance of sleep	Looking after our bodies People who help us Esafety	Loving others Healthy eating Dental hygiene- visiting the dentist Getting enough sleep Sensible screen time	Our community Looking after our world Sun safety Pantosaurus NSPCC Road safety
<b>RSE – Life to the full (TenTen)</b>	<ol style="list-style-type: none"> <li>1. Religious understanding</li> <li>2. Me, my body, my health</li> <li>3. Emotional well-being</li> <li>4. Life cycles</li> </ol>		<ol style="list-style-type: none"> <li>1. Religious understanding</li> <li>2. Personal relationships</li> <li>3. Keeping safe</li> </ol>		<ol style="list-style-type: none"> <li>1. Religious understanding</li> <li>2. Living in the wider world</li> </ol>	
<b>Communication and Language</b>	C&L is developed throughout the year through high quality interactions, daily group discussions, circles times, stories, singing, speech and language interventions (narrative therapy) and EYFS Christmas and Summer productions. The following statements are ongoing in Reception but have been split for extra focus.					
	<ul style="list-style-type: none"> <li>➤ Understand how to listen carefully and why listening is important.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Connect one idea or action to another using a range of connectives.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Articulate their ideas and thoughts in well-formed sentences.</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Learn new vocabulary.</li> <li>➤ Use new vocabulary through the day.</li> <li>➤ Ask questions to find out more and to check they understand what has been said to them.</li> <li>➤ Develop social phrases.</li> <li>➤ Engage in story times.</li> <li>➤ Listen to and talk about stories to build familiarity and understanding.</li> <li>➤ Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe events in some detail.</li> <li>➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>➤ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>➤ Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage in non-fiction books.</li> <li>➤ Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>➤ Use new vocabulary in different contexts.</li> </ul>			
	<p>Learning how to sit, listen look etc</p> <p>Talking about me and my family. Asking questions about my new school and new friends.</p> <p>Join in with simple rhymes, poems and songs.</p> <p>Listening to new words.</p>	<p>Why is listening important?</p> <p>Listening to texts.</p> <p>Introducing talk structures, learning about sentences.</p> <p>Becoming a word collector- learning new words.</p>	<p>Asking questions to find out more.</p> <p>Speaking in sentences.</p>	<p>Being a word collector – using new vocabulary.</p> <p>Speaking in extended sentences.</p>	<p>Talking about sharing different journeys made.</p> <p>Describing and telling stories and events.</p>	<p>Widening our vocabulary.</p> <p>What am I proud of? How have I changed?</p> <p>Using talk to problem solve.</p>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>➤ Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>➤ ☑Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>➤ Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>➤ Combine different movements with ease and fluency.</li> <li>➤ Further develop the skills they need to manage the school day successfully: - lining up and queuing – meal times personal hygiene.</li> <li>➤ Progress towards a more fluent style of moving, with developing control and grace.</li> <li>➤ ☑Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop overall body-strength, balance, co-ordination and agility.</li> <li>➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>➤ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing - sensible amounts of 'screen time' - having a good sleep routine- being a safe pedestrian.</li> </ul>			

	➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.					
	The children will have ongoing opportunities to develop their physical development throughout the year. Gross Motor Skills: Using the trim trail, multi skills courts, daily mile, wheeled toys, large scale construction, gardening mud kitchen, ball games, hula hoops, spinning cones and the scramble net. Fine Motor Skills: playdough disco, cutting, woodwork, drawing, painting, funky fingers activities.					
PE Lessons	Multi skills	Dance	Gymnastics	Gymnastics	Games	Forest School
<b>Literacy</b>	<ul style="list-style-type: none"> <li>➤ Read individual letters by saying the sounds for them.</li> <li>➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>➤ Form lower-case and capital letters correctly.</li> <li>➤ Read a few common exception words matched to the school's phonic programme.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Read some letter groups that each represent one sound and say sounds for them.</li> <li>➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>➤ Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>➤ Re-read what they have written to check it makes sense.</li> </ul>	
<b>Phonics</b> <i>From April 2022 Little Wandle Letters and Sounds revised.</i>	Phonics: Revision of Phase 1 Phase 2 and start Phase 3		Phonics: Phase 3		Phonics: Phase 3 consolidation and Phase 4	
	Writing: name, labels, cvc spelling, simple sentences, lists		Writing: breaking the flow of speech into words, labels, captions, sentences, stories, story maps, letters		Writing: sentences, adjectives, stories, instructions, descriptions, recounts	
Possible key texts depending on the children's interests	Super duper you The Colour Monster Information books about Autumn and Hinduism	Information books about firefighters Monkey Puzzle Rumble in the Jungle The elves and the shoemaker Christmas stories	Lost and Found The Great Explorer Ernest Shackleton Book The Three Little Pigs	Mog and the vee ee tee Dear Zoo Farmer Duck Rosie's Walk Handa's Hen	Jack and the Beanstalk Jasper's Beanstalk Oliver's Vegetables The Tiny Seed	The very hungry caterpillar Naughty Bus Mr Gumpy's Outing Amazing Aeroplanes Dick Whittington
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Count objects, actions and sounds.</li> <li>➤ Link the number symbol (numeral) with its cardinal number value.</li> <li>➤ Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>➤ Compare length, weight and capacity.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Subitise</li> <li>➤ Compare numbers.</li> <li>➤ Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>➤ Explore the composition of numbers to 10.</li> <li>➤ Continue, copy and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>➤ Automatically recall number bonds for numbers 0–10.</li> <li>➤ Count beyond ten.</li> </ul>	

White Rose	<p><b>Getting to know You!</b>- Baseline 2- 3weeks</p> <p><b>Just like Me!</b> (3weeks) Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern</p>	<p><b>It's me 123!</b> (3 weeks) Representing 1,2,3 Comparing 1,2,3, Composition of 1,2,3 Circles and Triangles Positional Language</p> <p><b>Light and dark</b> (3 weeks) Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p><b>Alive in 5!</b> (3 weeks) Introducing 0 Comparing number to 5 Composition of 4 &amp; 5 Comparing mass and capacity</p> <p><b>Growing 6,7 and 8</b> (3 weeks) Making pairs Combining 2 groups Length &amp; Height Time</p>	<p><b>Growing 6,7 and 8</b> 6,7 and 8 Making pairs Combining 2 groups Length &amp; Height Time</p> <p><b>Building 9 &amp; 10</b> (3 weeks) Comparing numbers to 10 Bonds to 10 3D shape Pattern</p> <p><b>Consolidation</b></p>	<p><b>To 20 and beyond</b> (3weeks) Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate and manipulate</p> <p><b>First, then, now</b> (3 weeks) Adding More, Taking Away Spatial Reasoning Compose Decompose</p>	<p><b>Find my Pattern</b> (3 weeks) Doubling Sharing &amp; Grouping Even and Odd Spatial Reasoning Visualise and Build</p> <p><b>On the Move</b> (3 weeks) Deepening Understand Patterns and Relationships Spatial Reasoning Mapping</p>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>➤ Talk about members of their immediate family and community.</li> <li>➤ Name and describe people who are familiar to them.</li> <li>➤ Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>➤ Explore the natural world around them.</li> <li>➤ Describe what they see, hear and feel whilst outside.</li> <li>➤ Understand the effect of changing seasons on the natural world around them</li> </ul>		<ul style="list-style-type: none"> <li>➤ Comment on images of familiar situations in the past.</li> <li>➤ Draw information from a simple map.</li> <li>➤ Recognise some environments that are different to the one in which they live.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Compare and contrast characters from stories, including figures from the past.</li> <li>➤ Understand that some places are special to members of their community.</li> <li>➤ Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	
	<p>My family People who help us in our community Signs of Autumn Hinduism</p>	<p>People who help us Firefighters then and now Jungle environment Floating &amp; Sinking Making shoes Christmas presents in the past Christmas around the world</p>	<p>Polar Regions Frozen water and melting Ernest Shackleton Winter Homes now and then Making pancakes</p>	<p>Spring My community map Marie Curie (Science Week) Rosie's Walk – maps Handa's surprise – contrasting habitat</p>	<p>Weather Grow a variety of seeds and plants Making salads &amp; cress sandwiches Growing plants in contrasting countries eg rice, coffee</p>	<p>Lifecycle of a butterfly observations Summer Transport in the past Transport around the world Different ways to travel in London Maps Bus journeys Amelia Earhart Transition to Year 1 – How have I changed in reception?</p>
<b>Celebrations</b>	<p>Birthdays Harvest Diwali</p>	<p>Guy Fawkes Remembrance Day Advent Christmas</p>	<p>Chinese New Year Shrove Tuesday Valentine's Day</p>	<p>Lent Easter</p>	<p>St George's Day May Procession</p>	

