

Curriculum Map - EYFS - 2019/2020

		Autumn One 7 weeks	Autumn Two 8 weeks	Spring One 6 weeks	Spring Two 6 weeks	Summer One 5 weeks	Summer Two 7 weeks
Theme		Do all superheroes wear capes?	What is this toys story?	Let's go on an adventure! (space and pirates)	What needs to be done on the farm?	Who lives in a house like this?	All creatures great
Texts to be explored		Supertato Emergency	Non-fiction books about toys Threadbear	Whatever next	What the Ladybird Heard	Traditional Tales	Billy's Bucket
Cornerstones				Are we there yet?		Will you read me a story	Who lives in a rock pool
Trips / Experiences		Meeting a real life superhero	Exploring toys with our parents and grandparents	Go on an outdoor adventure	Visit to the farm	Make porridge Bake gingerbread men	Teddy bears picnic
RE		I am special Harvest	Special People Christmas	Listening to the stories Jesus heard	Stories Jesus told Easter	Special Places Prayer	Friendship Special times
Communication and language	Listening and attention	Throughout the year through continuous provision and classroom organisation the children will be given opportunities to listen attentively in a range of situations. They will listen to stories, learning how to accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. The children will also learn how to give their attention to what others say and respond appropriately, while engaged in another activity.					
	Understanding	Throughout the year through continuous provision and classroom organisation, the children will learn how to follow instructions involving several ideas or actions. They will be encouraged to answer 'how' and 'why' questions about their experiences and in response to stories or events.					
	Speaking	Throughout the year through continuous provision and classroom organisation, children will be taught to express themselves effectively, showing awareness of listeners' needs. They will use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting					
Physical Development	Moving and handling	PE - Lancashire unit - Ourselves Dance - Nursery rhymes People who help us	PE - Lancashire unit - Toys Dance - Autumn And The night before Christmas	PE - Lancashire unit - Adventure land Dance - Pirates Space	PE - Lancashire unit - Traditional stories Dance - The Enormous Turnip The rescue party	PE - Lancashire unit - Change and growth	PE - Lancashire unit - Seaside Dance - Get about

	Health and self-care	Managing personal hygiene/ healthy eating Dressing with help					
Personal and social Development	Self-confidence and self-awareness	Starting school New people	Friendships Remembrance	Recognising feelings and what to do if we have negative feelings	Good to be me-talking about ourselves and others positively School trip	Self- confidence and self-awareness	Moving on - preparing for year 1
	Managing feelings and behaviour	New routines Class charter Seeds and Gardeners	Anti-bullying week			Class worship Speaking in a larger group New challenges	Saying farewell to gardeners
	Making relationships					Taking risks	
Literacy	Reading	Differentiates between text and illustration. Understands that print conveys meaning. Holds a book correctly and turn pages from front to back and recognise front and back cover Knows that, in English, print is read from left to right and top to bottom Recites rhymes and sings songs.	Decode a number of regular words using phase 2 phonemes with build and blend strategy and read aloud accurately. Read common irregular words from Phase 2 the to Predict the storyline e.g. ending Recites rhymes and sings songs. Talks about events, setting and characters Predicts storyline and some vocabulary, aided by the	Use decoding to read -using build and blend strategy towards automatically reading known words • Read common irregular words from Phase 3 • Read simple sentences • Recognise some capitals and lower case letters. • Link sounds to letters, naming and sounding letters of the alphabet Comprehension • Respond to questions about who, what, where, when linked to text and illustrations • Sequence a simple story or event • Use gestures and actions to act out a story, event or rhyme from text or		<ul style="list-style-type: none"> • Say how they feel about stories and poems. • Talk about the themes of simple texts, e.g. good over evil.. • Make simple predictions about what might happen next in a story. • Talk about the main events in a text and relates story settings and incidents to own experience. <p>Uses the patterns and structures of texts when retelling and reciting.</p> <ul style="list-style-type: none"> • Understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. • Identifies aspects of texts - e.g. contents page, author, labels in a book. • Begins to talk about the differences between fiction and non-fiction. 	

			<p>illustrations. Retells narratives in the correct sequence, drawing on language patterns of stories.</p>	<p>illustrations</p> <ul style="list-style-type: none"> • Make predictions based on illustrations, story content and title • Respond to questions about how and why something is happening • Say what a character might be thinking, saying or feeling • Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how • Notice relationships between one text and another 	<ul style="list-style-type: none"> • Identifies bullet points and numbers in instruction texts. • Recognises rhyming words with support. • Recognises alliteration with support. • Returns to favourite books, songs, rhyme to be re-read and enjoyed. • Recognises use of humour but may find it difficult to explain. • Begins to state preferences about what is read. • Recognises and reads title. • Talks about the type of book. • Distinguishes between good and bad characters.
Writing	<p>Copy and begin to write own name, Apply phonic knowledge to writing CVC words, Begin to form recognisable letters, Begin to write other things such as labels and captions. Create rhyming pairs</p>	<p>Write own first name Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Attempt to write key words, Attempt to write a simple sentence - guided - Finger spaces</p>	<p>Write first name and last name without aid. Segment the sounds in simple words and blend them together and knows which letters represent most of them (in line with phonics progression) Write simple sentences which can be read by themselves and others. Use their phonic knowledge to write words in ways which match their spoken sounds. Show an awareness of and create rhyming pairs - Full stops, capital letters for start of sentences - Write he she me we be was my you her they all are in sentences accurately.</p>	<ul style="list-style-type: none"> • Say how they feel about stories and poems. • Talk about the themes of simple texts, e.g. good over evil.. • Make simple predictions about what might happen next in a story. • Talk about the main events in a text and relates story settings and incidents to own experience. Uses the patterns and structures of texts when retelling and reciting. • Understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. • Identifies aspects of texts - e.g. contents page, author, labels in a book. • Begins to talk about the differences between fiction and non-fiction. • Identifies bullet points and numbers in instruction texts. 	

			- Write I, to, the, no, go accurately.			<ul style="list-style-type: none"> • Recognises rhyming words with support. • Recognises alliteration with support. • Returns to favourite books, songs, rhyme to be re-read and enjoyed. • Recognises use of humour but may find it difficult to explain. • Begins to state preferences about what is read. • Recognises and reads title. • Talks about the type of book. • Distinguishes between good and bad characters. <p>Write he she me we be was my you her they all are in sentences accurately.</p> <p>-EXC ch use but, because to join sentences, use key features of narratives independently, spell said so have like some come were there little one do when out what accurately most of the time, apply phase 4 phonics in indepndent writing + phase 5 split digraphs.</p>	
Mathematics	Number	<p>Numbers to 5</p> <p>Counting by rote</p> <p>1:1 correspondence when counting</p> <p>More than, fewer than, the same</p> <p>Recognise numerals 0-5</p> <p>Order 0-5</p> <p>Represent 0- 5</p> <p>Addition and subtraction using numbers 0-5</p>	<p>Numbers 6-10</p> <p>Counting by rote</p> <p>1:1 correspondence when counting</p> <p>More than, fewer than, the same</p> <p>Recognise numerals 0-10</p> <p>Order 0-10</p> <p>Represent 0 -10</p> <p>Addition and subtraction using numbers 0-10</p>	<p>Count by rote to 20 starting at 1</p> <p>Count back from 20</p> <p>Compare two sets of objects</p> <p>Recognise numerals to 15</p> <p>Addition and subtraction</p>	<p>Count by rote to 20 starting at numbers within 20</p> <p>Say which number comes before and after a given number to 20</p> <p>Understand teen numbers are a</p>	<p>Rote count on from a given number between 1 and 20</p> <p>Count back from any given number between 0 and 20</p> <p>Estimate within 10</p> <p>Order three or more sets of objects</p>	<p>Say which number is between two given numbers</p> <p>Subitise quantities with 5</p> <p>Recognise a repeating pattern in the counting sequence</p>

		Using jottings to represent calculations	Using jottings to represent calculations	Part, part, whole Doubling	group of 10 plus another number. Recognise numerals to 20	Write numerals to 20 Sharing is splitting into equal parts	
	Shape, Space and Measures	Create pictures with 2D shapes Understanding position Compare length, width and height	Time - rhymes for days of the week Compare weight Compare capacity Money - exchanging goods for coins	Understand terms used to describe shape Name common 2D shapes Use ordinal number to describe position Recognise 1p coins Talk about and record significant times of the day	Name common 3D shapes Create patterns of number and shape Find objects of similar length/ width/ height Understand and use language before, after, today, yesterday and tomorrow	Understand shape can appear in different ways and sizes Use uniform non-standard units to measure height. Width and length, weight and volume Use 1p coins to pay Say the days of the weeki.	Sort shapes to their own criteria Symmetry Compare within measure Compare time-longer/ shorter, faster/ slower
Understanding the World	People and communities	To know that people in our communities help us in different ways.	To know that toys have changed over time.	To know that places and customs are different around the world	To know that there are different places to live.	To know that there are different roles on the farm.	

	The World	Where do we need help? Where do people work?	Where did we play different games.	To know that maps show us where different countries are.	To know that there are different types of houses around the world	To follow a map of the farm.	Map work around school- Find the minibeasts
	Technology	Beginning to use a range of technology and recognising technology in the environment. -magnifying glasses, binoculars, cameras, CD players, whiteboards, hoovers, toasters, kettles Cornerstones - Can I switch it on?		Completing programmes using iPads and BeeBots		Using computers and age appropriate hardware to access suitable programmes	
Expressive Arts and Design	Music	Dancing and ring games Singing familiar songs	Tapping simple rhythms (with body parts and improvised instruments)	Exploring sounds (instruments and their names) Cornerstones – What’s that sound?	Charanga: Everyone/ Our World Developing a repertoire of songs	Moving to music – Creating music and dances	Charanga: Big Bear Funk
	Art and design	Drawing: Exploring colour Representing objects by joining lines and enclosing spaces	Junk modelling: manipulating materials, using tools and techniques competently	Patterns, texture and printing with different materials. Painting: Colour mixing – animal skins and colours		Selects tools and techniques needed to shape, assemble and join materials they are using and adapting work – finger puppets and shadow puppets (link to UtW) Drawing: Combining media and materials – mini beasts observational drawings, editing and improving.	