



EYFS Curriculum Map

	Autumn Term		Spring Term		Summer Term	
	Marvellous Me!		Our Wonderful World		Awesome Animals	
	Celebrations; Beginnings & Harvest	Celebrations; Halloween, Diwali & Christmas	Celebrations; Chinese New Year & Easter	Seasons and mini beasts	Farm Animals and Vets	
Trips, visits and experiences	<ul style="list-style-type: none"> Class harvest festival (1-31st Oct) – create a harvest table and bake a loaf Firework night themed day (5th Nov) – create edible sparklers Enrichment week: History and Music focus 	<ul style="list-style-type: none"> Diwali Christmas Grotto – create a class sleigh and elf workshop Christmas Performance 	<ul style="list-style-type: none"> Chinese New Year dragon parade Shrove Tuesday Safer Internet Day 	<ul style="list-style-type: none"> Trip to Woolley Firs Science week World Book Day The Insect Law- butterfly garden Frog spawn – life cycle of a frog 	<ul style="list-style-type: none"> Rushall Farm Ella's Kitchen 5-a-day market garden Plant sunflower seeds Ducks – egg hatching experience 	<ul style="list-style-type: none"> Nursery transition picnic Transition to Year 1 Sports & Health Week Beach Day picnic Eid Vet visit in school Visit from Norman (school dog)
Fiction	Transition text: <i>Elmer</i> Text: <i>The Little Red Hen</i> Type: Finding tale Focus: Character	Text: <i>Funnybones – The Pet Shop</i> Type: Journey tale Focus: Setting	Text: <i>Owl Babies</i> Type: Losing/finding Tale Focus: Character	Text: <i>The Very Hungry Caterpillar</i> Type: Change Story Focus: Description	Text: <i>Dear Zoo</i> Type: Wishing tale Focus: Character	Text: <i>The Three Little Pigs</i> Type: Beating the baddie/ traditional tale Focus: Character Invent opportunity: Narrative
Non-Fiction	Text: <i>Oliver's Vegetables</i> Type: Finding tale Focus: Writing shopping lists	Text: <i>The Jolly Christmas Postman</i> Focus: Letters (invent)	Text: <i>Winters Sleep</i> Focus: Information Posters	Text: <i>Mr Wolf's Pancakes</i> Focus: Instructions	Text: <i>Ducks</i> Focus: Information Page Innovate: Egg surprise	
	<ul style="list-style-type: none"> Name writing Write CVC words to match to the picture eg. hen, cat, dog Learn and rehearse the text map Hot-seating the Little Red Hen & other characters 	<ul style="list-style-type: none"> Label body parts Write in role: simple speech bubble 	<ul style="list-style-type: none"> Label the animals as part of the story Write simple sentences using an adjective. Eg. It is big. It is red. Write simple sentences including some tricky words. Eg. I was born in the year of the rat. 	<ul style="list-style-type: none"> Recognise Rhymes Write simple sentences using an adjective. Eg. The worm is wiggly Caption pictures from the trip 	<ul style="list-style-type: none"> Write a simple fact file about a farm animal. Include, appearance, food and habitat Innovating the story, I wrote to the zoo, they sent me a... 	<ul style="list-style-type: none"> Learn and rehearse the text map using Makaton signs Retelling the story (innovation)
Independent writing opportunities	Harvest shopping lists Labelling animals eg. Cat, dog, rat Labelling fruit and veg	Dr role play – appointment cards etc.	Restaurant orders in the role play area	Labelling pictures of mini beasts, eg. wing, leg, feeler Caption pictures	Sentences about other farmyard animals (using key word cards to support) Captions for ducks	Label characters Sentences from the story Speech bubbles
Supporting Texts						

Physical Development	Focused PE lessons	<ul style="list-style-type: none"> Practise fundamental movement skills eg. rolling, crawling, jumping, hopping, skipping, climbing 	<ul style="list-style-type: none"> Refine a range of ball skills-throwing and catching using a range of non- standard balls. Eg. socks, bean bags Refine a range of ball skills-throwing and catching using a range of balls. Eg. balloons, tennis balls, beach balls, ping pong balls 	<ul style="list-style-type: none"> Batting and aiming Introducing the children to games, with teams, rules and target 	<ul style="list-style-type: none"> Kicking and passing Introducing the children to ballgames, with teams, rules and targets 	<ul style="list-style-type: none"> Dance - moving fluidly with style and grace; dancing with scarves 	<ul style="list-style-type: none"> Gymnastics – moving fluidly with style and grace; forward rolls Confidently use a range of large and small apparatus alone and in a group Athletics – preparation for Sports Day
	Fine Motor	<ul style="list-style-type: none"> Develop pencil grip in tripod style Use a range of tools – paintbrushes, scissors, pens, chalks etc. Knives forks and spoons in dinner hall 	<ul style="list-style-type: none"> Develop pencil grip in tripod style Use a range of malleable materials, eg. Clay and playdough. Making Diwa lamp with clay Knives forks and spoons in dinner hall Present wrapping role play – cutting practise with scissors 	<ul style="list-style-type: none"> Further develop fine motor skills using a range of tools; scissors, saws, hammers, nails, needles and thread to create their own model, or picture by threading, sewing and woodwork. Models of a mini beast 	<ul style="list-style-type: none"> Further develop fine motor skills using a range of tools; scissors, saws, hammers, nails, needles and thread to create their own model, or picture by threading, sewing and woodwork. Models of a mini beast 	<ul style="list-style-type: none"> Develop the foundations for a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> Develop the foundations for a handwriting style which is fast, accurate and efficient
	Continuous provision	Build body strength, balance and co-ordination through: Balance trails Monkey bars Climbing wall	Build body strength, balance and co-ordination through: Balance trails Monkey bars Climbing wall	Build body strength, balance and co-ordination through: Tricycle Scooter Chariot skittles	Build body strength, balance and co-ordination through: Skateboards	Build body strength, balance and co-ordination through: Tunnels & hoops Bucket stilts	Build body strength, balance and co-ordination through: Tunnels & hoops Bucket stilts Tandem stilt skis
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Junk modelling Elmer elephants using a range of resources. Eg. Milk cartons, tissue paper, foil - joining with glue Observational drawing of fruit and vegetables using a range of material eg. paint, pencil, pastel Artist focus: Arcimboldo 	<ul style="list-style-type: none"> Making clay Diwa lamps Create skeletons using scissors to cut and split pins to join 	<ul style="list-style-type: none"> Create Chinese new year lanterns Fold and craft paper into a concertina Chinese New Year dragon Artist Focus: Eric Carle – illustrator 	<ul style="list-style-type: none"> Create mini-beasts using scissors to cut and split pins to join Egg box mini beasts – use glue and tape to join body parts. Eg. Pipe cleaner antennae Observational drawing: minibeasts 	<ul style="list-style-type: none"> Study Van Gogh painting, <i>Sunflowers</i>, recreate in a variety of ways and in different medium eg. recreation, drawing, collage, painting etc. Culminating in a whole class art piece 	<ul style="list-style-type: none"> Use a range of materials to create houses (as in the Three Little Pigs) with straw, card, wooden lolly sticks etc. Learn a range of joining techniques
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Colour mixing paint to create their own elephant for the Elmer Day parade 	<ul style="list-style-type: none"> Performing songs within the Christmas performance Introduce music from India (linked to Diwali) – provide costumes and props in role play area to promote and incorporate dance into pretend play 	<ul style="list-style-type: none"> Chinese New Year themed role play (Chinese restaurant) Small world – re-enact the CNY story using the animals 	<ul style="list-style-type: none"> Mini beast small world play, hungry caterpillar focus to encourage the development of story lines within their pretend play Mini beast hunting – provide magnifying glasses and containers <i>*Talk about kindness to creatures through ‘the minibeast code’</i> 	<ul style="list-style-type: none"> Small world play with a selection of animals Vets role play Refine a variety of artistic effects. Eg. mixing sand in with the paint when creating Sunflower paintings 	<ul style="list-style-type: none"> Builder themed role play, including; builders merchants, building site Camp site role play and travel agent role play Rock pool small world
Phonics	Word reading and Comprehensions	Read Write Inc Set 1 Sounds Ditty Sheets	Read Write Inc Set 1 Sounds Ditty Sheets (some children may be ready for red books)	Read Write Inc Set 1 and 2 Sounds Ditty and Red Books	Read Write Inc Set 1 and 2 Sounds (some children may be ready for set 3) Ditty and Green books	Read Write Inc Set 1 and 2 Sounds (some children may be ready for set 3) Ditty, red, green, purple books	Read Write Inc Set 1 and 2 sounds (some children may be ready for set 3) Red, Green, Purple and pink Books

Maths	Number	White Rose Maths Match sort and compare representing 1, 2, 3 comparing 1, 2, 3 composition 1, 2, 3	White Rose Maths representing 1, 2, 3 comparing 1, 2, 3 composition 1, 2, 3 Representing numbers to 5 One more, one less	White Rose Maths Introducing 0 Comparing numbers to 5 Composition of 4 & 5 6, 7, & 8 Combining 2 amounts Making Pairs	White Rose Maths Combining 2 amounts Making Pairs Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	White Rose Maths Building numbers beyond 10 Counting patterns beyond 10 Adding more and taking away	White Rose Maths Doubling, sharing and grouping Even and odd Deepening understanding patterns and relationships
	Numerical Patterns	Compare size, mass and capacity. Copy and complete simple patterns. Create simple patterns.	Circles, triangles and positional language Shapes with 4 sides Time	Compare mass compare capacity Length & Height Time	Length & Height Time 3d shapes Patterns	Spatial reasoning (1) Match, rotate and manipulate Spatial reasoning (2) Compose and decompose	Spatial reasoning (3) Visualise and Build Spatial reasoning (4) Mapping
Communication and Language	Listening, Attention & Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions Who, when and where questions <p>Guided discussion about categorising fruit and vegetables during Harvest work</p> <p>Attentive listening through daily engagement in story time (reading linked texts in key groups)</p>	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions and comments during small group interactions <p>Who, when and where questions</p>	<ul style="list-style-type: none"> Make comments about what they have heard Why and how do you know questions <p>Link discussion to previous learning; eg. comparing human skeletons to insect bodies</p>	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions Participate in whole class discussions <p>Why and how do you know questions</p> <p>Listen attentively as others perform their poetry</p>	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentence Connect an idea or action to another using a range of connectives <p>Because... When... But...</p>	<ul style="list-style-type: none"> Use talk to help solve problems and organise thinking and activities Explain how things work and how that might happen <p>so that, because, I think it's, it could, it might be..</p>
	Speaking	<ul style="list-style-type: none"> Participate in one-to-one and small group discussions <p>Focus question: What is a skeleton?</p>	<ul style="list-style-type: none"> Offer own ideas in small group and one-to-one discussions. Use recently introduced vocabulary in discussions <p>Ongoing through linked non-fiction books on Diwali *See weekly plans for vocab focus*</p>	<ul style="list-style-type: none"> Offer explanations of why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p>Explain the life cycle of a butterfly</p>	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences. Including use of past, present and future tenses <p>Make predictions as part of science week and describe their experiences of the investigations</p> <p>*Refer to the STEM EYFS Science week resource pack*</p>	<ul style="list-style-type: none"> 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>Parents in to share recounts and pupils talk about Rushall Farm experience</p>	<ul style="list-style-type: none"> Describe events in detail and use sequencing words <p>Talk to the new children about school life and explain their likes and dislikes; where things go in the classroom; daily routines. Etc.</p>
Understanding the World	The Natural World	<ul style="list-style-type: none"> Link to Harvest- discuss which fruit and vegetables are grown in the Autumn season Identifying and classifying: Sort foods into fruits and vegetables Observe and interact with natural processes: Experiment with floating and sinking (vegetables) 	<ul style="list-style-type: none"> Go on an Autumn walk, to understand the effects of changing seasons on the natural world around them Note and record the weather and the change in the leaves Early mapping: Use small world to create routes from home to school or the local area Funnybones shadow puppets (interact with natural processes) Identifying and labelling: Model the vocabulary to name specific features of their bodies 	<ul style="list-style-type: none"> Seasons: (fieldwork) <i>What signs of spring can we find in school?</i> Use journey sticks to collect signs of spring Compare schooling in China to UK. Explore the world around them: Why do some animal sleep in Winter? Observe and interact with natural processes: eg. Observe ice melting. 	<ul style="list-style-type: none"> Name and describe plants and animals – Wooley Firs Trip Go on an Springtime walk, to understand the effects of changing seasons on the natural world around them – focus on the plant life Orienteering- use simple maps of the classroom environment Observe the life cycle of a butterfly 	<ul style="list-style-type: none"> Explore contrasting environments – Rushall Farm Trip Explore the natural world around them, feel and touch animals and eggs as part of the farm trip. , and learn about planting and growing Observe the life cycle of the duck 	<ul style="list-style-type: none"> Explore world maps and globes, identify the UK. Where do people like to visit in the summer and why Observing closely using simple equipment: Plant sunflower seeds and observe and record the changes

	People, Culture and Communities	<ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them – children bring in family photos to contribute to class display 	<ul style="list-style-type: none"> Through Diwali, learn that people have different beliefs and celebrate special times in different ways Compare Diwali to Christmas 	<ul style="list-style-type: none"> Shrove Tuesday- Make and eat pancakes Compare how they go to school in China to our school life Explore Chinese food and make a vegetable stir fry 			<ul style="list-style-type: none"> Through Eid, learn about Mosques and learn that people have different beliefs and celebrate special times in different ways
	Past & Present	<ul style="list-style-type: none"> Show images of familiar settings in the past - kitchen Role play area- old fashioned kitchen – explore how food was cooked 			<ul style="list-style-type: none"> Compare pictures of farming equipment – then and now 	<ul style="list-style-type: none"> Learn about Vincent Van Gogh (a figure from the past) and modern artist, Andy Goldsworthy 	
Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Jigsaw PSHE – Puzzle Piece 1 - Being me in my world 		<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Jigsaw PSHE - Puzzle Piece – Dreams and Goals 		<ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Jigsaw PSHE - Puzzle Piece 5 - Relationships 	
	Managing Self	<ul style="list-style-type: none"> Manage their own needs and personal hygiene - <i>Ongoing</i> Regular physical activity – <i>Weekly PE and provision</i> Know and talk about the different factors that support their overall health and well-being Healthy eating – <i>Healthy eating through Harvest learning – explore and categorise fruits and vegetables</i> Tooth brushing – <i>As part of Funny bones learning, discuss our bodies</i> Having a good sleep routine – <i>Discuss which children and adults as part of parent’s meeting in October</i> 		<ul style="list-style-type: none"> Manage their own needs and personal hygiene <i>Ongoing</i> Know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> Regular physical activity - <i>Weekly PE and continuous provision</i> Healthy eating – <i>Healthy snack times daily</i> Sensible amounts of ‘screen time’ – <i>Safer Internet Day (February)</i> Jigsaw PSHE - Puzzle Piece 4 – <i>Healthy Me</i> 		<ul style="list-style-type: none"> Manage their own needs and personal hygiene Personal hygiene as part of health week: Recap of teeth brushing Know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> Regular physical activity - <i>Weekly PE and continuous provision</i> Healthy eating - Sensible amounts of ‘screen time’ Being a safe pedestrian – <i>Through Three Little Pigs learning – Zebra crossing role play</i> Jigsaw PSHE - Puzzle Piece 6 – <i>Changing Me</i> 	
	Self-Regulation	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Jigsaw PSHE - Puzzle Piece 2 – <i>Celebrating Difference</i> 		<ul style="list-style-type: none"> show resilience and perseverance in the face of challenge identify and moderate their own feelings socially and emotionally think about the perspectives of others - 		<ul style="list-style-type: none"> show resilience and perseverance in the face of challenge identify and moderate their own feelings socially and emotionally think about the perspectives of others - 	
	Curriculum Enhancer	 Curriculum enhancer – Healthy Body, Healthy Mind Healthy Eating choices				 Curriculum enhancer – Healthy Body, Healthy Mind Year 1 transition worries shared and discussed. Mindfulness activities as part of Health/Sports week	

Characteristics of Effective Learning				
	Playing and Exploring	<ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them• Plan and think ahead about how they will explore or play with objects	<ul style="list-style-type: none">• Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing• Make independent choices	<ul style="list-style-type: none">• Bring their own interests and fascinations into early years settings. This helps them to develop their learning• Respond to new experiences that you bring to their attention
	Active Learning	<ul style="list-style-type: none">• Participate in routines• Begin to predict sequences because they know routines	<ul style="list-style-type: none">• Show goal-directed behaviour	<ul style="list-style-type: none">• Begin to correct their mistakes themselves• Keep on trying when things are difficult
	Creativity and Critical Thinking	<ul style="list-style-type: none">• Take part in simple pretend play• Sort materials	<ul style="list-style-type: none">• Review their progress as they try to achieve a goal. Check how well they are doing• Solve real problems• Use pretend play to think beyond the ‘here and now’ and to understand another perspective	<ul style="list-style-type: none">• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas• Concentrate on achieving something that’s important to them -They are increasingly able to control their attention and ignore distractions