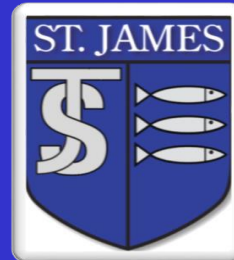


EYFS CURRICULUM MAP



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes	Friendship, Family and Autumn	Stars in the Sky and Celebrations	Polar Regions and Sound	Traditional Tales and Toys	Transport and Journeys	Jungle and Mini Beasts
Characteristics of Effective Learning	<p>Playing and exploring – listening and communicating, plan and think ahead, making independent choices, making new friends, following own interests, curiosity, concentration</p> <p>Active learning – participating in routines, correcting own mistakes, keeping on trying, imagination, risk taking, enthusiasm</p> <p>Creating and thinking critically – reviewing their own progress, problem solving, making links, concentrating for extended periods of time, having their own ideas</p>					
Possible Focuses	Making Friends Myself My family Seasonal changes Autumn Hibernation	Space, astronauts, aliens, rockets. Sun, moon, stars Bonfire Night Remembrance Day Birthdays Baptism Christmas	Snow and Ice Polar animals Polar regions Inuk Shuks Inuit's Sound Chinese New Year	Fairy tales Toys from the present and past. Easter celebration Mother's Day	Journeys Modes of transport Maps / routes Surveys	Planting seeds Gardening, Mini beasts and life cycles Jungle Explorers
Possible Memorable Experiences	West Boldon Lodge	West Boldon Lodge Christmas	Chinese New Year	Church Visit	West Boldon Lodge Spring	Farm

Communication and Language (Listening, Attention and Understanding, Speaking)	Throughout the year children will learn to:
	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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. 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.

Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Throughout the year children will learn to:
	<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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - personal hygiene. 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. 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. 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. 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.

Physical Development (Gross Motor Skills, Fine Motor Skills)	Throughout the year children will learn to:
	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing – meal-times. 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. 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, pain.

Literacy (Comprehension, Word Reading, Writing) Sounds Write	Sounds Write Units 1-6	Sounds Write Unit 7-10	Sounds Write Unit 11
	To segment, blend and manipulate sounds in words with the structure: CVC. a, l, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z. Name writing Story sequencing Writing CVC words Rhyming words Nursery Rhymes Writing single words and lists	To segment, blend and manipulate sounds in words with the structure: CVC, VCC, CVCC, CCVC, CCVCC, CVCCC, CCCVC. x, y, ff, ll, ss, zz Non-fiction writing Lists and captions Instruction writing Poetry Development of beginning, middle and end of stories through story maps	To segment and blend to read and spell words containing the target sound. sh, ch, tch, th, ck, wh, ng <q> <u> Recount of a journey Writing fictional journeys Non-fiction captions around emergency vehicles. Labels Descriptive writing. Writing jungle riddles. Writing own version of The Very Hungry Caterpillar. Writing their own version of a jungle story using the beginning, middle and end structure
Key story books to support the learning	Elmer Percy the Park Keeper After the Storm Don't Hog the Hedge Oliver's Vegetables Room on the Broom Owl Babies How to Catch a Star Whatever Next Night Monkey Day Monkey The Christmas Story	Lost and Found Percy the Park Keeper One Snowy Night Snow Bears Let's go Home Little Bear Mr Wolf's Pancakes A range of Traditional Tales The Easter Story	Mr Gumpy's Outing Mr Gumpy's Motor Car Percy's Bumpy Ride The Very Hungry Caterpillar Giraffe's Can't Dance Monkey Puzzle Ronald the Rhino

Mathematics (Number, Numerical Patterns) White Rose Maths	Getting to Know You
	<ul style="list-style-type: none"> Settling in Introducing provision Key times of day Class routines Exploring continuous provision Positional language
	Just Like Me <ul style="list-style-type: none"> Match and sort Compare amounts Compare size, mass and capacity Exploring pattern
	It's Me 1 2 3 <ul style="list-style-type: none"> Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional language
	Light and Dark <ul style="list-style-type: none"> Representing numbers to 5
	One more and less <ul style="list-style-type: none"> Shapes with 4 sides Time

Alive in 5	To 20 and Beyond
<ul style="list-style-type: none"> Introducing 0 Comparing numbers to 5 Composition of 4 and % Comparing mass (2) Comparing capacity (2) 	<ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate
Growing 6 7 and 8 <ul style="list-style-type: none"> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time 	First, Then, Now Adding more <ul style="list-style-type: none"> Taking away Spatial reasoning (2) Compose and decompose
Building 9 and 10 <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) 	Find My Pattern <ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd Spatial reasoning (3) Visualise and build
	On The Move <ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial reasoning (4)

Understanding the World (Past and Present, People, Culture and Communities, The Natural World)	Myself and my family Seasonal Change Signs of Autumn Hibernating Animals Nocturnal Animals Space	Investigating Ice Toys from the past Easter Gardens	Journeys Maps Transport Surveys Mini beasts Jungle
Expressive Arts and Design (Creating With Materials, Being Imaginative and Expressive)	Self Portrait Singing simple songs and nursery rhymes Cutting skills Autumn Leaf Printing Autumn sculptures Salt dough Hedgehogs Van Gogh Starry Night Rockets Christmas Cards and Calendars Baking Christmas Cakes	Winter Art work Inuk Shuks Sound Baking Pancakes Easter cards and baskets	Transport Maps Sunflower Painting Jungle Patterns Jungle Animal painting Mini beast stone painting Songs for Graduation
RE Come and See	Myself Welcome Birthday	Celebrating Gathering Growing	Good News Friends Our World
RSE Life to the Full	Module 1 Created and Loved by God Unit 1: Religious Understanding Unit 2: Me, My Body, My Health Unit 3: Emotional Well-Being Unit 4: Life Cycles	Module 2 Created to Love Others Unit 1: Religious Understanding Unit 2: Personal Relationships Unit 3: Keeping Safe	Module 3 Created to Live in Community Unit 1: Religious Understanding Unit 2: Living in the Wider World
SMSC - British Values	Spiritual, Moral, Social, Cultural & British Values, are taught partly through our RHE programme Life to the Full and Religious Education. In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSHCE and nurturing curriculum. <ul style="list-style-type: none"> School Rules and weekly statement to live by focused on in assemblies - followed up in classroom; Class Rules agreed by each class. School Council, Art's Council, Minnie Vinnies, pupil voice and subject ambassadors all contribute to SMSC and British Values. 		