

**EYFS Curriculum Map 2019-2020**

	Autumn		Spring		Summer	
<b>Communication and Language</b>	<p><b>Listening and Attention</b> Listening with Lola Intervention. Maintain attention, concentrate and sit quietly.</p> <p><b>Understanding</b> Language Link Assessment Respond to instructions involving two-part sequence.</p> <p><b>Speaking</b> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Extend vocabulary and explore meanings All about me bags, starting school booklets, Curiosity Box.</p>	<p><b>Listening and Attention</b> Listening with Lola Intervention. Can listen and do for short span.</p> <p><b>Understanding</b> Listens and responds to ideas expressed by others in conversation.</p> <p><b>Speaking</b> Use language to imagine and recreate roles and experiences. Introduce storyline or narrative to play. Stick to main theme or intention. Curiosity Box.</p>	<p><b>Listening and Attention</b> Pays attention to what is being said and responds appropriately.</p> <p><b>Understanding</b> Begins to understand 'how' and 'why' questions.</p> <p><b>Speaking</b> Uses past, present and future tenses correctly. Curiosity Box</p>	<p><b>Listening and Attention</b> Can listen attentively in a range of situations.</p> <p><b>Understanding</b> Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.</p> <p><b>Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. Curiosity Box</p>	<p><b>Listening and Attention</b> Children can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Understanding</b> Children follow instructions involving several ideas or actions. Children answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b> Children develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Listening and Attention</b> <b>Understanding</b> Children give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding</b> Children follow instructions involving several ideas or actions. Children answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b> Children develop their own narratives and explanations by connecting ideas or events.</p>
	<b>Physical Development</b>	<p><b>Moving and Handling</b> Handles tools, objects, construction and malleable materials with increasing control. Shows a preference with dominant hand.</p>	<p><b>Moving and Handling</b> Experiments with different ways of moving. Travels with confidence and skill, through balancing and climbing equipment. Begin to form recogni</p>	<p><b>Moving and Handling</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials.</p>	<p><b>Moving and Handling</b> They handle equipment and tools effectively, including pencils for writing. Gymnastics (PE)</p> <p><b>Health and Self-Care</b> Children know the importance for good health of physical</p>	<p><b>Moving and Handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Games (PE)</p>

**EYFS Curriculum Map 2019-2020**

	<p>Use a pencil and hold effectively to form recognisable letters. Practice some appropriate safety measures without direct supervision. Fundamental Movement Program (PE) Sticky Kids (PE)</p> <p>To learn to negotiate space successfully and avoid obstacles. Scissor Skills</p> <p><b>Health and Self-Care</b> To describe foods that are healthy. To go to the toilet and wash hands independently. To dress and undress independently.</p>	<p>sable letters in writing. Fundamental Movement Program (PE) Sticky Kids (PE)</p> <p><b>Health and Self-Care</b> Show understanding of the need for safety when faced with new challenges. Show understanding of good practice with regards to good health. Staying safe in the dark. Road-safety. Observes the effect of activity on the body.</p>	<p>Begin to form recognisable letters in writing. Fundamental Movement Program (PE) Sticky Kids (PE)</p> <p><b>Health and Self-Care</b> Stranger Danger – keeping safe.</p>	<p>exercise, and a healthy diet, and talk about ways to keep healthy and safe. Healthy eating.</p>	<p><b>Health and Self-Care</b> Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Learning why exercise is good for our bodies.</p>	<p>Games and competitive games(PE).</p> <p><b>Health and Self-Care</b> Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Staying safe in the sun.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Managing Feelings</b> Learn to follow school rules and routines.</p> <p><b>Making Relationships</b> Begin to be able to negotiate and solve problems without aggression.</p>	<p><b>Managing Feelings</b> Learn about feelings and recognising emotions both in self and others.</p> <p><b>Making Relationships</b> Explain own knowledge and understanding. Take steps to resolving</p>	<p><b>Managing Feelings</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p><b>Managing Feelings</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p><b>Making Relationships</b></p>	<p><b>Managing Feelings</b> Children work as part of a group or class, and understand and follow the rules. Children adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making Relationships</b> Children show sensitivity to others' needs and feelings, and form positive relationships with</p>	<p><b>Managing Feelings</b> Children work as part of a group or class, and understand and follow the rules. Children adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making Relationships</b></p>

**EYFS Curriculum Map 2019-2020**

	<p>Initiate conversations, attend to and take account of what others say Initiate play; offering cues to peers to join them.</p> <p><b>Self-confidence and self-awareness</b> Can describe self in positive terms. Talking about ourselves and our families. Talking confidently about our likes and dislikes.</p>	<p>conflicts with others. Play cooperatively, taking turns with others.</p> <p><b>Self-confidence and self-awareness</b> Confident to speak to others about own needs. Work as part of a group to understand and follow rules.</p>	<p><b>Making Relationships</b> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children for example learning to finding a compromise without adult support.</p> <p><b>Self-confidence and self-awareness</b> Confident to speak to others about own needs, wants, interests and opinions. Children can describe self in positive terms and talk about abilities.</p>	<p>Children play co-operatively, taking turns with others. Children take account of one another's ideas about how to organise their activity.</p> <p><b>Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>adults and other children.</p> <p><b>Self-confidence and self-awareness</b> Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children will say when they do and don't need help.</p>	<p>Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self-confidence and self-awareness</b> Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children will say when they do and don't need help.</p>
<p><b>Literacy</b></p>	<p><b>'Learning to Listen'</b> Environmental and Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral Blending and Segmenting.</p> <p>Read Write Inc. – Set 1 Speed Sounds.</p>	<p>Read Write Inc. – Set 1 Speed Sounds.</p> <p><b>Reading</b> Enjoy an increasing range of books. Know that information can be retrieved from books. Segment the sounds in simple words and</p>	<p><b>Read Write Inc.</b></p> <p><b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>Writing</b></p>	<p><b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p><b>Reading</b> Children read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b> Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>Reading</b> Children read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b> Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are</p>

**EYFS Curriculum Map 2019-2020**

	<p>Hear and say initial sounds in words. Link sounds to letters, naming and sounding letters of the alphabet. Begin to read words. Give meaning to marks made as children draw, write and paint. Write own name and other things such as labels and captions.</p> <p>Wordless Books to promote conversation and imagination.</p> <p><b>Texts we will focus on this half-term.</b> The Gingerbread Man. Spinderella Goldilocks Elmer</p>	<p>blend them together.</p> <p><b>Writing</b> Use clearly identifiable letters to communicate meaning. Segment sounds in simple words and blend them together. Attempt to write short sentences in meaningful context.</p> <p><b>Texts we will focus on this half-term.</b> We're going on a Leaf Hunt. Owl Babies The Enormous Turnip Room on the Broom</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Texts we will focus on this half-term.</b> Stick Man Little Red Riding Hood Mr Wolf's Pancakes The Bog Baby</p>	<p>Children also write some irregular common words.</p> <p><b>Texts we will focus on this half-term.</b> Jack and the Beanstalk Supertato The Gruffalo Handa's Surprise</p>	<p><b>Texts we will focus on this half-term.</b> The Very Hungry Caterpillar Kitchen Disco Fergal is Fuming The Emperor's New Clothes</p>	<p>phonetically plausible.</p> <p><b>Texts we will focus on this half-term.</b> The Night Pirates Superworm Aliens love Underpants Hansel and Gretel</p>
<p><b>Maths</b></p>	<p><b>Number</b> Introduction to Ten Town. Recognise numerals 1-10. Recognise numerals of personal significance. Count objects up to 5, then 10. Select the correct numeral to represent 1-10.</p>	<p><b>Number</b> Ten Town Count an irregular arrangement of objects (up to 10 and beyond). Estimate amounts of objects and check using counting. Use vocabulary linked to adding</p>	<p><b>Number</b> Ten Town Records, using marks that they can interpret and explain. Children begin to identify own mathematical problems based on own interests and fascinations.</p>	<p><b>Number</b> Ten Town Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p><b>Shape, space and measure</b> Children recognise, create and</p>	<p><b>Number</b> Ten Town Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, space and measure</b> Children explore characteristics of everyday objects and shapes and use</p>	<p><b>Number</b> Ten Town Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Real-life problem-solving.</p>

**EYFS Curriculum Map 2019-2020**

	<p>Use language 'fewer' and 'more' to compare, add and subtract. Say 1 more than a given number.</p> <p><b>Shape, space and measure</b> Use names for 2D and 3D shapes. Select a named shape. Recreate patterns and build models.</p>	<p>and subtracting.</p> <p><b>Shape, space and measure</b> Order two or three items by length or height, weight and capacity. Use language related to time and money. Measure short periods of time in simple ways.</p>	<p><b>Shape, space and measure</b> Children use everyday language to talk about size, weight, capacity, position, time, money and distance. Recognition of some coins. Begin to read o'clock and half past.</p>	<p>describe patterns with 2 or 3 colours/shapes/ objects/ actions. Children use mathematical vocabulary. Sort 3D shapes.</p>	<p>mathematical language to describe them.</p>	<p><b>Shape, space and measure</b> Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. Beebots.</p>
<p><b>Understanding the World</b></p>	<p><b>People and Communities</b> Join in with family customs and routines. Families – similarities and differences. Talk about past and present events in their lives. Inspirational People – Rosa Parks</p> <p><b>The World</b> Look at similarities and differences, patterns and change. My school and my home. Naming fruits and vegetables.</p> <p><b>Technology</b> Use ICT hardware to interact</p>	<p><b>People and Communities</b> Family customs and routines in cultures from around the world. Inspirational People – Stephen Hawking</p> <p><b>The World</b> Seasons – from Summer to Autumn/Autumn to Winter. Nocturnal Animals. Nature Walks Look at similarities and differences, patterns and change.</p> <p><b>Technology</b> Recognise that a range of technology is used in places. Select and use</p>	<p><b>People and Communities</b> People who help us. Emergency services. Chinese New Year Inspirational People – Muhammed Ali</p> <p><b>The World</b> Materials Caring for animals Chinese Cookery</p> <p><b>Technology</b> To take photos/ video to record an event. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> Lent Bible Stories Holi</p>	<p><b>People and Communities</b> Easter Inspirational People – David Bowie</p> <p><b>The World</b> Signs of Spring Planting beans/cress. Baby animals Nature walk.</p> <p><b>Technology</b> Exploring everyday technology. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> Easter St. Patrick's Day Mothers' Day Eid</p>	<p><b>People and Communities</b> The Local Area The Seaside Exploring and drawing maps. Inspirational People – Frida Khalo</p> <p><b>The World</b> Life-cycles Habitats</p> <p><b>Technology</b> Programmable toys. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> St George's Day Father's Day Passover Bible stories</p>	<p><b>People and Communities</b> Special People Special Places Inspirational People – Coco Chanel and Jane Goodall</p> <p><b>The World</b> The Senses Minibeasts</p> <p><b>Technology</b> Use video to record own versions of fairy tales. Using cameras. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> Buddha Bible Stories</p>

**EYFS Curriculum Map 2019-2020**

	<p>with computer software. Internet safety. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> Stories from the Old Testament Harvest Learning about foodbanks and why they are important to communities. Baptism Sukkot British Food Fortnight</p>	<p>technology for particular purposes. Millie's Keyboard Skills program.</p> <p><b>RE and British Values</b> Anti-Bullying Stories from the Old Testament Diwali Christmas Remembrance Day</p>				
<p><b>Expressive arts and design.</b></p>	<p><b>Exploring and Using media and materials.</b> Build a repertoire of songs and dances. Explore sounds using instruments. Explore colour mixing. Create different textures. Combine media to create effects. Self-Portraits Enclosed Shapes.</p> <p><b>Being Imaginative</b> Create simple representations of events, people and objects.</p>	<p><b>Exploring and Using media and materials.</b> Construct with purposes in mind. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape and assemble.</p> <p><b>Being Imaginative</b> Introduce storyline to narrative and play. Choose colours for a purpose. Play cooperatively as part of a group and</p>	<p><b>Exploring and Using media and materials</b> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Being Imaginative</b> Plays alongside other children who are engaged in the same theme.</p>	<p><b>Exploring and Using media and materials</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Being Imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><b>Exploring and Using media and materials</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Exploring and Using media and materials</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

**EYFS Curriculum Map 2019-2020**

	Play alongside other children who are engaged in the same theme. Use movement and gesture to express	act out a narrative.	Plays cooperatively as part of a group to develop and act out a narrative.			
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