

EYFS Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Food	Favourite Stories	People Who Help Us	Transport	The Sea	Animals
Power of Reading texts	The Gigantic Turnip Handa's Surprise	We're Going On a Bear Hunt	What the Ladybird Heard	Naughty Bus The Train Ride	Splash, Anna Hibiscus	Augustus and His Smile
Music Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect Rewind & Replay
PSHE RSE Jigsaw	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
RE The Emmanuel Project	Why is the word God so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
Events	Phonics meeting S&L meeting Harvest	Storytime session The Tiger Who Came to Tea Party	Storytime session Visits from key workers	Storytime session Bus / train trip World Book Day	Beach Party Pirates Event	Art Gallery Colchester Zoo trip

See the schemes of work for more information about the progression of skills and knowledge.

*The
Emmanuel
Project*



Early Learning Goals

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Maths

Numbers

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Communication and Language

Listening

- Listen carefully 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.

Speaking

- Participate in small group, class and 1 to 1 discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocab 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

- 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 focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Building Relationships

- Work and play cooperatively and take turns with each other.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Physical Development

Gross Motor

- 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.

Fine Motor

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

PE By the end of the year pupils will have learnt to...

- Warm up and cool down effectively.
- Throw and catch with increasing accuracy.
- Use a range of PE equipment including balls, bean bags, hoops and larger apparatus.
- Move their bodies in different ways, including running, skipping, jumping and climbing.
- Participate in different dances, following instructions and imitating moves.
- Observe the effects of exercise on their bodies.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Performing

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.

Art & Design

By the end of the year pupils will... *talk about their art work and explain what they like about it.*

- Learn to hold a pencil correctly, explore mark making and draw simple shapes, figures and objects with some accuracy.
- Begin to develop their observational skills.
- Explore colour mixing and attempt different painting and printing techniques.
- Create drawings, paintings, collage and other art work inspired by topic themes.
- Construct with a range of resources and materials.
- Examine and discuss the work of significant artists.

DT

By the end of EYFS pupils will...

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG
- Share their creations, explaining the process they have used. ELG

Music

By the end of the year pupils will...

- Join in with familiar songs and rhymes.
- Copy simple rhythms by clapping or playing untuned percussion instruments.
- Experiment with sounds, using their voices, bodies and a range of musical instruments.
- Say what they like or dislike about a piece of music.

Understanding the World

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Geography

By the end of the year pupils will...

- Have a developing awareness of the world around them, including the school environment, local area and park.
- Know that they live in a town called Ipswich and a country called England.
- Begin to find out information about other countries around the world (linked to their families, animals, stories etc).

History

By the end of the year pupils will...

- Begin to differentiate between the past and the present and to use vocabulary such as *then, now, yesterday, today*.
- Sequence events in the order in which they happened.
- Explore and talk about objects and artefacts from the past.
- Know about popular traditions and customs, often linked to food and celebrations such as Christmas, Easter and Chinese New Year.
- Read and recall a range of traditional stories and fairy tales and know that these were written long ago.
- Begin to explore ways in which the world has changed, in terms of transport, technology etc.

Science

By the end of the year pupils will...

- Demonstrate an inquisitive nature about the world around them.
- Describe weather and seasonal change.
- Sort food into groups and discuss changes when cooking.
- Name body parts and talk about basic bodily functions.
- Recall the five senses and talk about each one.
- Explore a range of materials and their uses.
- Learn about different types of animals and habitats.
- Identify and explore pets, British wildlife and zoo animals.
- Identify and describe a range of minibeads.
- Explore the immediate and local environment.
- Experiment to see which materials float and which sink.
- Find out how to grow plants from seeds.
- Explore and investigate change.

Computing

By the end of the year pupils will...

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for a particular purpose.
- Use simple apps on an iPad and access purposeful activities on the interactive whiteboard.
- Know how to use simple electronic devices such as CD players and digital microphones.
- Take photographs using an iPad or digital camera.
- Understand that they should only go online when supervised by an adult. (online safety)