

TIME TRAVELLERS

'Past and Present'

EYFS Autumn Term Curriculum Map

All About Me &
Dinosaurs

LITERACY

Key Texts –

Ruby's Worry
How to Look after your Dinosaur

Writing Purposes –

To inform – create a poster for coping strategies **
To inform – instruction writing

Phase 2 Phonics (Little Wandle)

Hear and say initial sounds,
Begin to write initial sounds,
Independent name writing,
Reading individual letters by saying the
corresponding phoneme,
To begin to segment and blend sounds together,
To read and write the words,
Read and write some common exception words.

MATHS

To explore composition of numbers within 5.

Develop subitising and counting skills.

Begin to compare sets of objects and use the
language of comparison

Compare objects by weight, size and capacity.

Use positional language.

EXPRESSIVE ARTS AND DESIGN

Mark making using a range of tools including paintbrushes,
pencils, chalks etc.

Experiment with mixing colours.

Describe the work giving meaning to marks they've made.

Printing using a variety of objects.

Learn how to hold scissors correctly

Use PVA and glue spreaders.

Hole punch/ sticky tape/ folding card and paper.

Sing a variety of nursery rhymes and action songs and
become familiar with these.

Move to music and play instruments to a variety of songs.

Find the beat to music.

Perform in the Nativity play.

British and/or School Values:

Individual Liberty

Joy

Social, Moral, Spiritual, Cultural Opportunities

Remembrance Day

Anti Bullying Week

Christmas & the Nativity

Harvest Festival

Diwali

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

UNDERSTANDING THE WORLD

Incl. RELIGIOUS EDUCATION

Talk about families.

To know similarities and differences between
ourselves and others.

To talk about how Diwali is celebrated.

To talk about how the Christmas story is
celebrated.

To know that people around the world have
different celebrations.

To ask questions about the natural environment.

Compare similarities and differences of houses
and peers' houses.

To recognize the signs of Autumn.

Thinking about how we have changed growing
up.

Comparing past and present.

To have some understanding of who God is.

To have a basic understanding of the festival of
light.

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

TIME TRAVELLERS

'Past and Present'

EYFS Autumn Term Curriculum Map

All About Me &
Dinosaurs

PERSONAL, SOCIAL AND EMOTIONAL PSHE

JIGSAW BEING ME IN MY WORLD

Self-identity
Understanding feelings
Being in a classroom
Being gentle
Rights and responsibilities

JIGSAW CELEBRATING DIFFERENCE

Identifying talents
Being special
Families
Where we live
Making friends
Standing up for yourself

British and/or School Values:

Respect and tolerance

Joy, Integrity, Fellowship

PHYSICAL DEVELOPMENT PE

Gross Motor and Core Muscle Strength

Daily Dough Gym

Small Motor - Pencil Control

Developing core muscle strength

Scissor control

REAL PE/ Gym

Unit 1 - Coordination, footwork, static balance (one leg).

Unit 2 – Dynamic balance to agility, static balance (seated).

British and/or School Values:

Joy, Fellowship

COMMUNICATION AND LANGUAGE

To understand how to listen carefully.
To understand why listening is important.
To be able to follow directions.
Talk in front of a small group.
Answer questions in front of the class.
To respond to instructions with more than one step .
To learn new vocabulary.
To be able to talk to the adults .

Rhymes & songs
Story times

Storytelling using new vocabulary through story maps and new stories.

British and/or School Values:

Respect and tolerance

ALL GOD'S CREATIONS

EYFS Spring Term Curriculum Map

Into the Woods &
How does your Garden Grow?

'Exploring the Natural World'

LITERACY

Key Texts –

A Mouse Called Julian
Yucky Worms

Writing Purposes –

To entertain – woodland acrostic poem
To inform – fact file

Phase 3 Phonics (Little Wandle)

Caption reading and writing.
Learning and practising rhymes, poems and songs.
Read simple sentences, and books matching their phonic ability.
Simple sentence writing.
To retell a story, talking about characters in the books they are reading, predict what may happen in a story and how it may end.
Non-fiction texts.

MATHS

Continue to develop subitising and counting skills.
Explore the composition of numbers within and beyond 5.
Begin to identify when two sets are equal and unequal.
Connect two equal groups to doubles.
Begin to connect quantities to numerals.
Begin to identify number bonds to 5.
Explore the structure of numbers as 5 and a bit.
Sort odd and even numbers according to their 'shape'.
Verbally counting beyond 20.

Repeating patterns.
Identify and learn names and properties of 2D shapes.

EXPRESSIVE ARTS AND DESIGN

Paint outlines of patterns/shapes and fill in with a different colour.
Select the correct resources to create a picture.
Create patterns and use lines of different thickness.
Understand various materials can be combined to create new effects.
Cut a range of materials. Cut along patterns.
Describe the work of notable artists.
Create patterns and use various materials to create new effects.
Sing a variety of nursery rhymes and action songs and become familiar with these.
Explore rhythms and pulse and find the beat.
Act out familiar stories using small world and role play.

British and/or School Values:

Individual Liberty
Joy

Social, Moral, Spiritual, Cultural

Opportunities

Chinese New Year/Inter Faith
Online Safety Week
World Book Day
Mothers Day
British Science Week
Easter
Recycling Week
Holi Festival

British and/or School Values:

Respect and Tolerance, Individual Liberty
Joy, Integrity, Fellowship

UNDERSTANDING THE WORLD

Incl. RELIGIOUS EDUCATION

To talk about Chinese New Year.
To know about people who help in the local community.
To know that Christians celebrate Easter.
To know about and recognize the signs of Winter.
To know about and recognize the signs of Spring.
To know about features of my immediate environment and how they vary from another.
To discuss the life cycle of a plant.
To think about what minibeasts we'll find in our garden.

Understanding of Chinese traditions, food and the great race story.
Understanding of Palm Sunday.
Children will understand that the cross is a symbol for Christianity.

British and/or School Values:

Respect and Tolerance, Individual Liberty
Joy, Integrity, Fellowship

ALL GOD'S CREATIONS

'Exploring the Natural World'

EYFS Spring Term Curriculum Map

Into the Woods &
How does your Garden
Grow?

PERSONAL, SOCIAL AND EMOTIONAL PSHE

JIGSAW – DREAMS AND GOALS

Challenges
Perseverance
Goal-setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

JIGSAW – HEALTHY ME

Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
Safety

British and/or School Values:

Respect and tolerance

Joy, Integrity, Fellowship

PHYSICAL DEVELOPMENT PE

Using large and small apparatus.

Handwriting.

Scissor control.

Use of cutlery.

Moving in different ways.

Handwriting.

REAL PE/ Gym

Unit 3 – Dynamic balance on a line, static balance (stance)

Unit 4 – Coordination ball skills, counter balance with a partner

British and/or School Values:

Joy, Fellowship

COMMUNICATION AND LANGUAGE

To ask questions to find out more.

To begin to understand humour.

To understand a range of complex sentence structures.

To develop their confidence when talking to adults they see on a daily basis.

To talk in sentences using conjunctions e.g. and & because .

To tell a story and follow a story without pictures and props.

To use new vocabulary in different contexts.

To engage in non-fiction books.

British and/or School Values:

Respect and tolerance

LITERACY

Key Texts –

The Lion Inside
Handa's Surprise

Writing Purposes –

To entertain – book about animals
To inform/entertain – create a postcard (independent)

Phase 4 Phonics (Little Wandle)

Read and write sentences with capital letters, full stops and finger spaces, containing phase 4 words and tricky words.
Re-read sentences to check writing.
Developing story telling/ writing.
Read words ending in suffixes –ing, -ed, -est.
To form all lower case and capital letters correctly.
To answer questions about what they've read and know that information can be retrieved from books.
Use vocabulary influenced by their experience of books.

MATHS

Consolidate counting skills, counting to larger numbers.
Developing a wider range of counting strategies.
Secure knowledge of number facts through varied practice.
Explore a range of representations of numbers including ten frames.
Begin to generalize about one more than and one less than.
Continue to identify when sets can be subitised and when counting is necessary.
Number bond to 10.

Identify and describe properties of 3D shapes.
Repeating patterns.

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.
Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive -

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.

British and/or School Values:

Individual Liberty

Joy

Social, Moral, Spiritual, Cultural

Opportunities

Earth Day
Mental Health Week
Rainbow (Pride) Week
Sport's Day
Fathers Day
Trip to Hamerton Zoo

British and/or School Values:

Respect and Tolerance, Individual Liberty

Joy, Integrity, Fellowship

UNDERSTANDING THE WORLD

Incl. RELIGIOUS EDUCATION

Countries around the world.
Discuss countries that we know.
To identify features of a map.
Create simple maps .
To know about habitats.
To know that some animals are nocturnal animals.
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.

Talk about religious stories and what sacred texts there are.
Talk about special places and religious places of worship.

British and/or School Values:

Respect and Tolerance, Individual Liberty

Fellowship

**PERSONAL, SOCIAL AND
EMOTIONAL
(PSHE)**

JIGSAW – RELATIONSHIPS

Family life
Friendships
Breaking friendships
Falling out
Dealing with bullying
Being a good friend

JIGSAW – CHANGING ME

Bodies
Respecting my body
Growing up
Growth and change
Fun and fears
Celebrations

British and/or School Values:
Respect and tolerance, Rule of the Law
Joy, Integrity, Fellowship

**PHYSICAL DEVELOPMENT
PE**

Developing a more fluent way of moving,
with control.

Showing accuracy when drawing.

Team sports.

Challenging gym activities.

Real PE/ Gym

Unit 5 – Coordination sending and
receiving, agility, reaction and response.

Unit 6 – Agility ball chasing, static balance,
floor work

British and/or School Values:

Joy, Fellowship

COMMUNICATION AND LANGUAGE

To understand questions such as who,
what, why, when, where and how.

To link statements and stick to a main
theme.

To use talk to organize, sequence, clarify
thinking, ideas, feelings and events.

To talk in sentences using the correct
tenses.

To have conversations with adults and
peers with a back and forth exchange.

British and/or School Values:

Respect and tolerance

My Happy Minds

Children in Reception will be learning to:

- See themselves as a valuable individual. (Celebrate)
- Build constructive and respectful relationships. (Relate)
- Express their feelings and consider the feelings of others. (Meet your Brain, Relate)
- Show resilience and perseverance in the face of challenge. (Engage)
- Identify and moderate their own feelings socially and emotionally. (Meet your Brain)
- Think about the perspectives of others. (Relate)
- Manage their own needs: Personal hygiene
 - regular physical activity.
 - healthy eating.
 - toothbrushing.
 - sensible amounts of 'screen time'.
 - having a good sleep routine.
 - being a safe pedestrian
- Know and talk about the different factors that support their overall health and wellbeing:

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Meet Your Brain
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Engage
- 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.- Relate

Managing Self ELG Children at the expected level of development will:

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

Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;- Relate, Meet Your Brain
- Form positive attachments to adults and friendships with peers;- Relate
- Show sensitivity to their own and to others' needs. - Meet Your Brain, Relate