



EYFS Curriculum Map 2023- 2024

In EYFS we plan half termly topics in the form of open-ended questions. This gives us the flexibility to take the children's interests and questions into account when we ask them what they want to find out. For example, with "What's in an egg?" children may decide to learn about birds, dragons, reptiles, dinosaurs...even though we have some ideas and key texts for stimuli. If a class are really enjoying a topic and getting lots of new learning from it, we can stay on a topic for longer or move onto the next one quicker if we need to. Come on our exciting learning journey with us...

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map ? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Hooks- Each topic start with an exciting event as a stimulus for the rest of the half term's learning					
<p>Someone has made a terrible mess in the corridor- there is porridge, broken chairs and up turned bowls everywhere AND some large bear prints! Who an earth made the mess?</p>	<p>A treasure map is delivered to the classroom. It takes us to a secret location where we dig up a box containing a special book.</p>	<p>The children arrive at school to find that someone has left a large and very old and dusty chest in their classroom. Inside are many strange things! Where did they come from and who do they belong to?</p>	<p>Hook 1 A letter arrives containing a magic seed and instructions on how to plant it. We plant the seed. The next day there is a small pumpkin.... then the next day a larger one and so on!!</p> <p>Hook 2 A trail of chewed leaves leads us to the woodland where we find some caterpillars to look after and hatch into butterflies.</p>	<p>We find a strange giant egg in the woodland. We contact a scientist for advice. What could it be? How can we look after it?</p>	<p>Walk on Summerlike beach leads to the discovery of a message in a bottle, all we can tell from the smudged address is that is 'from the other side of the ocean'but where could that be?</p>
Starting points- Each topic starts with a particular theme which is used as a stimulus for children to plan their own learning.					
All about me	My local environment	Travels through time	Plants and Minibeasts	Animals	Other countries
Possible Lines of Enquiry					
Same/different- Our families Our birthdays Our Bodies Food Toys Hobbies Birthdays My own personal timeline Shadows Magnets Mixing	My street My school My town Understanding simple maps and aerial views Special and significant places in our community Make simple map of stories (Bear Hunt / Rosie's walk) Special events in our community – including Christmas, Diwali bonfire night woodland area /Seasonal changes Ice , light and dark	Stone age Castles Vikings Transport Clothes Entertainment My family timeline School year timelines Visiting a local area of Historical Significance – Sea Pool/ Compass point sound	Growing plants Minibeasts life cycles healthy eating,	Animal care Classification of Animals Mythical creatures Dinosaurs Birds Farms	Journeys Holidays Hot/ cold countries Beaches Sea creatures Plastic pollution – looking after the environment . RNLI Floating/Sinking
Personal Social and emotional development – termly checkpoints					
Self-regulation <ul style="list-style-type: none"> Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence Sees themselves as a valuable individual keeps trying when they can't do something first time Thinks of other ways of doing things if something hasn't worked Follows familiar, routines instructions independently (e.g. choosing lunch or putting things away) 	Self-regulation <ul style="list-style-type: none"> Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Considers the feelings of others Controls their impulses when waiting for their tur Thinks about the perspectives of others Moderate their own feelings socially and emotional Follows two-step instructions. 		Self-regulation <ul style="list-style-type: none"> Thinks about the perspectives of others -Moderate their own feelings socially and emotionally Waits with increased patience, when necessary, e.g. When waiting for a turn on the bikes Controls their feelings when they are upset or angry <p>Early Learning Goals</p> <ul style="list-style-type: none"> Shown 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 		

		<p>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</p>
<p>Manging self</p> <ul style="list-style-type: none"> • Tries new activities with peers. • Abides by most of the rules of the classroom • Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset • Puts on own shoes and fastens if Velcro • Pulls zips up and down, but may need help to insert or separate • Uses the toilet independently and wash their hands well, knowing why this is important. • Discusses healthy food choices. • Takes part in a variety of exercise 	<p>Manging self</p> <ul style="list-style-type: none"> • Beginning to persevere when something is challenging. • Tries in new activities independently • Understands that rules are there to keep us safe and to make things fair • Takes T-Shirt and jumper on/off independently but may be back to front • Puts on socks and shoes correctly • Fastens zip independently • Sorts healthy foods from less nutritional food • Knows that exercise strengthens your heart and makes you fitter • Understands road safety and how to be safe in the dark 	<p>Manging self</p> <ul style="list-style-type: none"> • Enjoys more challenging activities and set goals for themselves that stretch their abilities. • Tries different approaches when solving problems and be able to discuss what they have done • Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence • Dresses and undresses independently but may still need help with small buttons and laces. • Clothing may still be put on back-to front on occasion • Talks about how to be safe around water and in the sun <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
<p>Building relationships</p> <ul style="list-style-type: none"> • Take turns, with adult support, e.g. when playing a board game • Asks for help from a familiar adult - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play • Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Understands that different children have different viewpoints and opinions 	<p>Building relationships</p> <ul style="list-style-type: none"> • Takes turns when playing a game without adult support - Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes • Holds back & forth conversations, listening to their peers' ideas and responding appropriately • Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) • Understands that we may not always like everyone, but we still need to treat them with respect • -Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that we may not always like everyone, but we still need to treat them with respect 	<p>Building relationships</p> <ul style="list-style-type: none"> • Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" • Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help • Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with other • Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs
<p>Physical Development - termly checkpoints</p>		
<p>Fine motor skills</p> <p>Pencil and brush control</p> <ul style="list-style-type: none"> • Uses a dominant hand • May mark make in palmer grip • Mark makes in different directions • Makes repeated marks on paper • Mark makes left to right • Imitates simple marks such as lines • Imitates shapes that use multiple movements such as x • Start to move towards tripod grip <p>Drawing Skills (see also pencil and brush control)</p> <ul style="list-style-type: none"> • Draws potato people (no neck or body) • Demonstrates more control • Draws with detail (bodies with sausage limbs and additional features) • Draws bodies of an appropriate size for what they're drawing <p>Scissor Skills</p> <ul style="list-style-type: none"> • Snips paper moving forward • Uses helping hand to hold and help to guide the paper (non-dominant hand) • Cuts curved line 	<p>Fine motor skills</p> <p>Pencil and brush control</p> <ul style="list-style-type: none"> • Use core muscle strength to achieve good posture • Holds and uses a pencil confidently <p>Drawing Skills (see also pencil and brush control)</p> <ul style="list-style-type: none"> • Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) – • Spends a sustained amount of time on one product. • Looks closely at lines, shapes, size, and patterns when producing an observational drawing • Children are beginning to draw self-portraits, landscapes, and buildings <p>Scissor Skills</p> <ul style="list-style-type: none"> • Cuts circle shape • Cuts square shape <p>Cutlery Skills</p> <ul style="list-style-type: none"> • Can spread using a knife • Cuts a variety of foods, holding the knife correctly, using one hand to steady the food 	<p>Fine motor skills</p> <p>Pencil and brush control</p> <ul style="list-style-type: none"> • Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip • Form letters accurately using the correct movements (shoulder pivot etc) <p>Drawing Skills (see also pencil and brush control)</p> <ul style="list-style-type: none"> • Looks closely at lines, shapes, size and patterns when producing an observational drawing • Drawings show finer details <p>Scissor Skills</p> <ul style="list-style-type: none"> • Cuts complex shapes, such as figures <p>Cutlery Skills</p> <ul style="list-style-type: none"> • Uses a fork to hold food still while cutting it with a knife • Uses a knife and folk independently <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Holds a pencil effectively in preparation for writing (nearly always tripod grip) • Use a range of small tools e.g. scissors paint brushes, cutlery • Begin to show accuracy and care when drawing

Cutlery Skills <ul style="list-style-type: none"> Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand 		
Gross motor skills Fundamental movements Walk Run Jump Hop Skip Sidestep Crawl Over Under Roll a ball Throw and catch a ball Control & kick a ball Use skills to play a game	Gross motor skills Shapes (tuck, straight, star, straddle, pike) Travel Jump Balance (large and small body parts) Roll (NO forward or backward rolls) Dance	Gross motor skills Strike a ball with a bat Throw a ball in a range of ways Collecting and receiving skills Describe simple tactics A RANGE OF SPORTS USED
Communication and language skills – termly checkpoints		
<ul style="list-style-type: none"> Listening attention and understanding - Knows how to show they are listening – Understands why it is important to listen – Asks relevant questions in response to what they have heard, wanting to find out more information Comments and engages in conversation about the text, talking about what might happen next. E.g. ‘They weren’t meant to do that. They will be in trouble.’ – Asks meaning of new words – Follows simple instructions Uses talk to communicate emotions Asks relevant questions in response to what they have heard Links what has been said to own experiences to keep conversation going 	Listening attention and understanding <ul style="list-style-type: none"> Uses longer sentences and links ideas Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ Retells stories simply Repeats new vocabulary in the context of a story. – Understands spoken instructions and can listen without stopping what they are doing Listens to what has been said and responds Waits for the person talking to stop before responding 	Listening attention and understanding <ul style="list-style-type: none"> Uses well-formed sentences -Talks in the correct tense Understanding more complex language including prepositions, sequencing, time Retells how the story started, the main happening, and how it ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text Can follow two-part instructions Takes turns in much longer conversations Openly listens to other points of view Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions Early Learning Goal <ul style="list-style-type: none"> 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
Speaking <ul style="list-style-type: none"> joins in with repeated refrains and key phrases. Talks about the meaning of new vocabulary. Speech is clear and understood Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	Speaking <ul style="list-style-type: none"> Uses longer sentences and links ideas Retells stories simply Repeats new vocabulary in a context of a story. Can explain the meaning of new words – Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ Or ‘the leaves are starting to fall off the trees. Soon the trees won’t Understands past, present and future Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Makes up their own stories. 	Speaking <ul style="list-style-type: none"> Uses well-formed sentences Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ Begins to use modelled vocabulary during role play and small world. Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions and uses reasoning to justify their answers – Retells how the story started, the main happening, and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text Takes turns in much longer conversations – Openly listens to other points of view Explains their point of view clearly when they disagree with an adult or a friend, using words as well as action Uses talk to take on different roles during imaginative play Early Learning Goal <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 teachers
Literacy -termly checkpoints		
Comprehension	Comprehension	Comprehension

<p>Storytelling and recall</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and key phrases. • Identifies the main setting, characters and happening in the story is. • Orders 4 pictures or props from a story <p>Prediction</p> <ul style="list-style-type: none"> • Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' <p>Vocabulary</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and key phrases. • Talks about the meaning of new vocabulary. 	<p>Storytelling and recall</p> <ul style="list-style-type: none"> • Talks in detail about the main characters and setting. • Sequences captions from a story. <p>Prediction</p> <ul style="list-style-type: none"> • Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' <p>Vocabulary</p> <ul style="list-style-type: none"> • Repeats new vocabulary in a context of a story. • Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary 	<p>Storytelling and recall</p> <ul style="list-style-type: none"> • Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Retells how the story started, the main happening, and how ended. • Retells a story through roleplay, using some new vocabulary and some exact words from the text <p>Prediction</p> <ul style="list-style-type: none"> • Answers questions about why or how things have happened. • Predicts main happening in the text <p>Vocabulary</p> <ul style="list-style-type: none"> • Begins to use modelled vocabulary during role play and small world. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<p>Word reading</p> <ul style="list-style-type: none"> • To recognise their written name in a range of contexts • To recognise taught Set 1 sounds – see RWI. • To begin to recognise taught Set 2 sounds – see RWI. • To blend sounds to read words using taught sounds • To begin reading captions and sentences using taught sounds. • 	<p>Word reading</p> <ul style="list-style-type: none"> • To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. • To read taught 'red words'. • To read books matching their phonics ability • To read captions and sentences using taught sounds. 	<p>Word reading</p> <ul style="list-style-type: none"> • To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. • To read taught 'red words'. To read books matching their phonics ability • To begin to read longer captions and sentences using taught sounds <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Mark makes in different directions – • Makes repeated marks on paper • Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x • Start to move towards tripod grip • Letters written are recognisable • Writes own name <p>Segmenting and blending, Sound discrimination, Applying keywords, Sentence construction</p> <ul style="list-style-type: none"> • Knows that print carries meaning and in English, is read from left to right and top to bottom. • Mark makes left to right • Gives meaning to marks • Forming random letters • 'Reads' from memory – • Is aware of the connection between letter and sound • Begins to write initial sounds they can hear in words • Begins to write initial and final sounds they can hear in words - Writes their name • Represents some sounds in order in their writing – • Writes two letter and CVC words – • Beginning to write some tricky red words from memory • Adults can read their work 	<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Holds and uses a pencil confidently – • Some letters may be reversed – • Starts at the correct place when forming most letters • Correct sequence of movement used for most letters <p>Segmenting and blending. Sound discrimination, Applying keywords, Sentence construction</p> <ul style="list-style-type: none"> • Writes words containing some special friends • Writes simple captions • Uses finger spaces between words – • Writes at least 6 high frequency words from memory 	<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. <p>Segmenting and blending, Sound discrimination, Applying keywords, Sentence construction</p> <ul style="list-style-type: none"> • Reads their work back independently • Words are phonetically plausible • Using a range of tricky red words within their writing • Uses full stops <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Write letters that are mostly well 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 themselves and other
Mathematics – termly checkpoints		
<p>Number</p> <ul style="list-style-type: none"> • Begin to Subitise 1 to 3 items. 	<p>Number Subitise to 4.</p> <ul style="list-style-type: none"> • Begin to subitise amounts on a dice and on a tens frame. 	<p>Number</p> <ul style="list-style-type: none"> • Confidently subitise rather than count small groups of objects • Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon, on a dice, and using fingers

<ul style="list-style-type: none"> • Represent 1 – 5 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with Numicon, cubes, digits, tally, a picture, dots on dice, money. • -Some exposure to number doubles e.g. through Numberblocks, one and another one makes two • -Begin to explain the composition of numbers (numbers within numbers) with support of visual aids such as tens frames, cubes, objects and Numberblock characters. • Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2” • -Begin to use a 5-frame model. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Join in with number songs, attempting to represent numbers using fingers where appropriate. • Recite numbers to 10 or beyond. • Demonstrate understanding that we use one number for each item, when counting. • Attempt to count objects, actions, and sounds to 10 accurately. -Use and understand the term “more” in practical contexts. • Begin to link each number to 5 with its cardinal number value. • Know that the last number reached when counting is the total. • Begin to understand the concept of 1 more and 1 less with concrete objects to 5. -Order numbers 1-5 <p>Shape Space and Measure</p> <ul style="list-style-type: none"> • Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/little, large/small round/straight. - • Time - understand first/next – • Time-able to talk about the passing of time through own experiences. • Sorting/matching - sort groups of objects according to different criteria e.g. by colour, size and shape • Pattern- Begin to continue, copy, and create AB patterns – • Shape- Select, rotate, and manipulate shapes to develop spatial reasoning skills through learning through play • Follow prepositional instructions through games and songs like Simon says, Hokey Cokey, Where’s the bear? • -Name 2D shapes and explain their properties using mathematical language e.g. sides, corner 	<ul style="list-style-type: none"> • Represent 5-10 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with Numicon, cubes, digits, tally, a picture, dots on dice, money. -Discuss composition of numbers to 10, showing some automatic recall of number facts. E.g. I can make 6 with 3 + 3 or 4 + 2 • Partition amounts into equal groups. • Double numbers 1-10 using concrete objects. • -Use a tens frame model to represent numbers to 10 and some addition and subtraction sums, with support. • Begin to recall number bonds to 5 and some corresponding subtraction facts. -Use a part, whole model with concrete objects to partition and recombine an amount. • -Combine 2 groups of concrete objects and write addition number sentences with support <p>Numerical patterns</p> <ul style="list-style-type: none"> • To be able to make representations of number rhymes. • Show me 5 current buns, but 1 is taken away. • Recite numbers to 20 confidently. – • Confidently count back from 10. • Begin to count back from 20 with support and visual aid such as a number line. • -Order numbers to 10 • Demonstrate understanding of the cardinal principle when counting objects. • Show accuracy when counting a group of up to 5/10 objects. -Begin to compare numbers and quantities up to 10 using and understanding the terms more than, greater than, fewer, less than in practical contexts • Understand the term equal when comparing two groups of objects • Begin to understand the concept of 1 more and 1 less using a number line, to 10. -Begin to count in 2s with support. <p>Shape Space and Measure</p> <ul style="list-style-type: none"> • Time - Understand yesterday/today/tomorrow. • Time-Recite days of the week and months of the year. – • Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape • Shape- Use shapes to make pictures/models. – • Measure - use and understand the terms shorter/taller, larger/smaller. Sequence 4 items according to these criteria. • Measure- measure and compare length using non-standard measures • Pattern- Continue, copy, and create AB, ABB and ABBC patterns – • Money- Begin to recognise some coins and their value. • Count 1p coins in 1s and 2p coins in jumps of 2 with support. – • Able to complete jigsaw puzzles independently. • Begin to use and understand prepositional language such as in front of, behind of. 	<ul style="list-style-type: none"> • Double numbers 1-5 confidently and begin to recall some double facts from memory. • Add 2 single digit numbers using known number facts or number line. Write addition and subtraction number sentences. • Recall number bonds to 5 automatically and some number bonds to 10. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Recite numbers to 20 and back from 20. • Count on from a given number to 20 and back from a given number 0 - 10. -Recognise numbers 1-20 and out of order. • Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. - Say the number one more/less than a given number 1 - 10. • Explore sharing into equal groups in practical contexts, commenting on what they notice. • To begin to work out 1 more/1 less than a number up to 20 using a preferred method: mentally, using objects or on a number line • Exposed to counting in 5s and 10s, with support. <p>Shape Space and Measure</p> <ul style="list-style-type: none"> • Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. • Time - Use and understand before/after • Time- Have an understanding of what the day and the month is – • Shape - Select, rotate, and manipulate shapes to match a picture, fit an outline or create patterns. • Shape- Name some 3D shapes and describe their properties using mathematical language. – • Pattern - continue a simple AB, ABC pattern – • Measure- Use Mathematical language when comparing length, weight, and capacity. • Follow prepositional language e.g. put Teddy inside the box. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities 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
Understanding the world -termly checkpoints		
<p>The Natural word</p> <ul style="list-style-type: none"> • Identify and name the main visible parts of the human body -head hair face eyes ears nose mouth arms hands legs feet fingers toes • Explores the natural environment around them • Talks about changes that happen in the natural environment during 	<p>The Natural word</p> <ul style="list-style-type: none"> • Talks about changes that happen in the natural environment during Winter and Spring • Can talk about how and why ice is formed 	<p>The Natural word</p> <ul style="list-style-type: none"> • Talks about changes that happen in the natural environment during Spring and Summer • Knows names for baby animals and can match these to their adult.

<ul style="list-style-type: none"> Autumn and Winter Observes and discusses natural processes such as sound causing a vibration, light travelling through transparent materials Can answer questions about what they have observed Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc Knows there are 12 months in a year and the names and order of these. 	<ul style="list-style-type: none"> Observes and discusses natural processes such as melting ice, what happens to a range of food substances when mixed with water Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations Explore the properties of different types of wood through sawing, sanding, drilling, hammering, drilling Can answer questions about what they have observed Observe and experience the wide variety of plants in our school environments Knows most plants start growing from a seed or bulb by planting a range of flowers and vegetables Knows plants need water, warmth, and light to grow and survive Know the terms seed bulb root stem leaf flower petal branch bark pollen trunk Knows there 7 days in a week and name these Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a Butterfly Identify, name observe and record a range of common minibeasts found in the school environment and discuss where they are commonly found 	<ul style="list-style-type: none"> Looks at animal key stages of development from birth to adult Can talk about different habitats and why they are good for certain living things (e.g. Hedgehogs, birds, foxes, minibeasts) Can talk about underwater worlds and how these are habitats for different creatures Knows that the length of day and night changes depending on the season Observes and discusses natural processes such as object casting a shadow a magnet attracting an object and a boat floating on water. Understand that our beaches changed depending on the tide <p>Early Learning Goal</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p>Past and Present</p> <ul style="list-style-type: none"> Can sequence family members by size and name (e.g. baby, child, adult) Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). Can talk about upcoming events in their life Know they have grown from a baby into a child and that they will get older. Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). Know that the types of toys they play with change as they get older Uses vocabulary for time- today, yesterday, tomorrow Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations 	<p>Past and Present</p> <ul style="list-style-type: none"> Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. – Uses past tense with increasing accuracy. Know there are 7 days in a week and the names and order of these Uses vocabulary for time-old, new, now, then Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) Begin to develop an awareness of the past beyond living memory through books at stories 	<p>Past and Present</p> <ul style="list-style-type: none"> Uses vocabulary past, present, future <p>Early Learning Goal</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (life in a castle) Understands the past through settings, characters and events encountered in books read in class and storytelling.
<p>People and communities</p> <ul style="list-style-type: none"> Know how to navigate their way around our school both inside and out Know the purpose of each room in the school is and where relevant who they will find there Can say that our school is in Bude and know that some of us live in Bude and some of us live in places near Bude Know that some of us can walk to school but some of us must come by car or bus Describes what they see, feel, and hear when outside Explores the natural world around them, commenting on colours, shapes, textures, size etc Understands that maps show where places are. Understands that signs and symbols can tell us about a place <ul style="list-style-type: none"> Know our school rules, routines and values, rewards, and sanctions Begin to understand how our behaviour makes other people feel (bucket fillers and bucket dippers) Know the names of their new friends in the class Get to know our new friends and adults 	<p>People and communities</p> <ul style="list-style-type: none"> Talks about where they live in relation to the building, how busy the environment is and describes what they can see. Knows where they live and the type of building they live in (e.g. flat, Bungalow and now about the different types of home we all live in Knows that every home has its own address and know their own address Knows that more than one house is in a village or town and that cities have lots of houses Understands that we are in the town of Bude that is by the sea and in small part of the county of Cornwall, <ul style="list-style-type: none"> Know how to keep ourselves safe at home at school out and about and online Know that children have a right to have a home, schooling, food, love. Know how the daily lives of children in other countries is both similar and different from our own 	<p>People and communities</p> <ul style="list-style-type: none"> Understand that Bude is in Cornwall which is a small part of a country called England which is part of the United Kingdom Know what the UK looks like on a map and know where both Cornwall and Bude are on the map Know that there are lots of countries in the worlds and see this on a map Know that these countries are all very different in terms of climate, geography, and culture Know that some of us have family they visit abroad or have lived in a other country they talk about their experiences. Know that some of us have been abroad on holiday, they talk about their experiences <ul style="list-style-type: none"> Know that our differences make us special and unique <ul style="list-style-type: none"> Know that we grow and change <ul style="list-style-type: none"> Know that some stories are special and why

<ul style="list-style-type: none"> Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting. Know that we are all special, we are all valued and together we are a team <ul style="list-style-type: none"> Understands that the word 'Religion' means a belief in God or Gods. Can identify some Christian symbols Can retell the Christmas story Understands why Christmas is celebrated and important to Christians. Realise that while most people in England celebrate Christmas, not all countries do. 	<ul style="list-style-type: none"> Understands that some places are special to members of the community If they attend a place of worship, can they talk about when and why they go. Know that Christians go to church and have visited a local church to find out what is inside Can talk in detail about Chinese New Year Understands that weddings can be very different in different cultures Recalls simply what happens when a baby is welcomed into a religion. Understands why Christians celebrate Easter 	<ul style="list-style-type: none"> Know that the bible is a special book for Christians and hear a range of these Know that we belong to lots of different communities Know that people belong to different faith communities and know what faith communities some of us belong to <p>Early Learning Goal</p> <ul style="list-style-type: none"> 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
<p>• Expressive Art and Design – termly checkpoints</p>		
<p>Creating with materials</p> <ul style="list-style-type: none"> Knows primary colours Chooses colour for a purpose Makes marks using shape and pattern on a range of surfaces Develops simple patterns by printing with objects using range of materials Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy <ul style="list-style-type: none"> Explores and uses a range of artistic effects to express themselves Refine ideas in designs created Articulates what they are doing to an adult Can open up camera app to take picture of their work on an iPad Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material a skirts or scarves) Uses fabric, boxes, tubes and joining materials to make props 	<ul style="list-style-type: none"> Draws with precision around the outline of shapes Develops language of colour (secondary colours) and mix colours to make new colours Create a simple collage <ul style="list-style-type: none"> Plans what they will create and what they will need to do so Creates their own products and begins to self-correct any mistakes Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) Makes up own situations Retells well known stories 	<ul style="list-style-type: none"> Can use fabrics to weave Uses variety of art tools with greater accuracy -Reviews own work and makes improvements, explaining why changes are better Can save a photo of their work in a folder on an iPad <ul style="list-style-type: none"> Makes up own stories Retells well known stories in detail, using new language Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) <p>Early Learning Goal</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories
<p>Being imaginative</p> <ul style="list-style-type: none"> Uses own experiences to develop storylines Talks about stories Uses new vocabulary in different context Participates in small world play related rhymes and stories <p>Dancing</p> <ul style="list-style-type: none"> Watches dances and performances Shares likes and dislikes about dances/performance Learns short routines, beginning to match pace -Uses tablet to record a performance and knows how to watch it back <p>Singing</p> <ul style="list-style-type: none"> Sings in a group, trying to keep in time Knows some nursery rhymes Knows some Christmas songs Uses voice recorder to record a performance and knows how to play it back <p>Music</p> <ul style="list-style-type: none"> Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched) Can clap and stamp to a beat Plays a given instrument to a simple beat 	<p>Being imaginative</p> <ul style="list-style-type: none"> Children enhance small world play with simple resources Retells stories as a repetition, using some of their own words Uses imagination to develop own storylines <p>Dancing</p> <ul style="list-style-type: none"> Replicates dances and performances Learns longer dance routines, matching pace <p>Singing</p> <ul style="list-style-type: none"> Sings in a group, matching pitch and following melody <p>Music</p> <ul style="list-style-type: none"> Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of un-pitched instruments. Beginning to write own compositions using symbols, pictures, or patterns 	<p>Being imaginative</p> <ul style="list-style-type: none"> Enhances with resources that they pretend are something else Retells stories with others Retells stories changing/substituting some of the detail <p>Dancing</p> <ul style="list-style-type: none"> Put a sequence of actions together Begin to improvise independently to create a simple dance <p>Singing</p> <ul style="list-style-type: none"> Sings by themselves, matching pitch and following melody Sings in tune and to the correct beat Knows a wide variety of nursery rhymes and school songs <p>Music</p> <ul style="list-style-type: none"> Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions using symbols and pictures <p>Early Learning Goal</p>

<ul style="list-style-type: none"> Responds to what they have heard, expressing their thoughts and feelings 				Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music (also see other ELG for story telling) Sings a range of well-known nursery rhymes and songs	
Physical Development – termly checkpoints					
Gross motor skills		Gross motor skills		Gross motor skills	
Nursery Rhymes 	Jolly Postman 	The Tiger who came to tea (create own modernised version!) 	Jack and the beanstalk 	Where the wild things are 	Snail and the whale 
Goldilocks and the Three Bears: 	Letter Writing 	Little Red Hen 	How to plant a bean 	Animal fact files 	Rockpool facts powerpoint 
Other Key Fiction Texts. (Non fiction will be linked to topic)					
Where's my teddy? Jez Alborough Kipper's Balloon – Jez Alborough Brown Bear, Brown Bear what do you see? Eric Carle Poetry Incredible You anthology	Peace at last by Jill Murphy Mrs Armitage on Wheels and Mrs Armitage on the road – Quentin Blake Shark in the park -Nick Sharrat Poetry – Weather and Seasons including Christmas)	Cave boy Dave's Cave Dogger The Toymaker Lullaby hullabaloo The castle the king built Poetry Nursey Rhymes and poems that reflect life and events from the past	Handa's Surprise by Eileen Browne Oliver's vegetables Supertato by Sue Hendra The tiny seed Poetry Minibeasts / plants	Stomp, Dinosaur, Stomp! Zog by Julia Donaldson Dinosaur Roar! Harry and his bucketful of dinosaurs The ugly duckling Poetry Animal poems	lots The snail and the whale Sally and the limpit Rainbow fish Chicken un the kitchen Lost and found The boy who sailed the world Poetry Poems from around the world Commotion in the ocean
Key songs					
Head shoulders knees and toes Sing a rainbow (in Makaton) I am special, All of me	I'm singing in the rain (have a banana) What's the weather Christmas songs for the nativity	There was a princess long ago Gee up horsey	Tadpole Blues There's a tiny caterpillar	I went to the animal fair Down in the jungle A dinosaur went stomping one day	She'll be coming round the mountain The wheels on the bus The big ship sails

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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Maths Theme (White Rose with enhancements)	Getting to know you Baseline assessment	Just like me! Match and sort Compare amounts Compare size, mass and capacity; Exploring pattern	It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition 1, 2, 3 Circles and triangles Positional language	Light and dark Representing numbers to 5; One more, one less; Shapes with 4 sides; Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity	Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	To 20 and beyond Building numbers Counting patterns (Beyond 10) Spatial reasoning. Match, rotate and manipulate	First Then Now Adding more Taking away Spatial Reasoning Compose and decompose	Find my pattern Doubling Sharing and Grouping Even and Odd, Spatial reasoning Visualise and build	On the Move Deepening understanding Patterns and relationships; Spatial reasoning Mapping
Sample maths texts	comparing size sorting and matching Counting and matching to 3	 	Following a path (mapping skills)   Positional Language 	learn all about shapes   	 A book where there is 1 less seed from 10 as they grow  Jasper's beanstalk -Days of the week and sequencing  Cockatoos counting up to 10	 Counting down from 10.  Maths vocabulary related to measure.  All about the number 6 and matching numbers.	 Early introduction to concept of multiplication  Early introduction to concept of division				
Maths songs	When Goldilocks went to the house of the bears Big animals. Tell the time song; Seasons of the year	Shape song CBeebies Old MacDonald had a shape 5 little ducks, 5 little aliens, 5 little monkeys, 5 little hippos balancing, 5 currant buns, 5 little apples, 5 little speckled frogs	Shape song CBeebies Old MacDonald had a shape 10 green bottles 10 fat sausages 1,2,3,4,5 once I caught a fish alive Over in the meadow.	10 in the bed 1, 2, buckle my shoe Number bonds song 3D shape song (BBC)	Lots of counting on and back songs. Make up our own maths songs. Counting to 20 songs.	She'll be coming round the mountain (adapted) The journey home from Grandpa's There was a farmer had a cow (odd and even)					
PSED opportunities	Me and my relationships Introduce school rules, values, routines, behaviour rewards and sanctions. Introduce the Bucket book and a clear bucket with class rewards.	Valuing difference Illustrate with this book that we are all special and valued and together we are a team.	Keeping myself safe Use this book as a stimulus to talk about how to be safe. Practise road safety – dress up as a lolly pop lady! Drama and role play scenarios.	Rights and responsibilities Share with the children their rights to have a home, schooling, food, love...Share the lives of children across the world. Think of similarities / differences. What are we grateful for?	Being my best This little boy learns from his parents that he is special and learns to be proud of himself. He learns that the things that make him different help him to shine.	Growing and changing Share this story of growing up alongside the rhythms of the seasons (seeing the trees change and things he can reach as he gets taller without knowing it).					
R.E Themes	Why is the word God so special to Christians Which stories are special and why?	Why Is Christmas special to Christians?	Which places are special and why?	Why is Easter special to Christians	What stories are special and why	Being Special – where do we belong					
PE	Muliti Movements	Fundamental Movement	Dance	Gymnastics	Multi Skills. Striking and Fielding	Atheletics					

Many aspects of the EYFS curriculum are revisited throughout the year, not just through a 'topic', therefore many subject areas are not planned above. Our curriculum map gives us a vision of what we, as staff, want to teach and when (to ensure coverage and breadth) but in many areas, skills and knowledge are built upon in a progressive way that cannot be planned for. Children learn new things and apply them throughout their play 'in the moment' and at a pace that suits their developmental needs. Play/learning environments are tailored to their interests and needs with meaningful enhancements WHEN the children need them. Every child is important and their ideas are valued.