

### Curriculum Map EYFS (Reception)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/theme</b>	Marvellous Me/settling into school 	People Who Help Us/Celebrations 	Frozen Planet/Under the Sea 	3, 2, 1, Lift Off! 	Mini beast Madness! 	Once Upon a Time 
<b>Literacy Comprehension</b>	Listening to and exploring stories. Role play using props. Initial sounds. Name writing. Learning new vocabulary. Story times throughout the day.	Beginning to retell stories through acting/role play. Orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words. Enjoys an increasing range of books. Actions to retell the story. Story Maps	Retelling stories with recently introduced vocabulary. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Ensure home reading books match their phonic knowledge. Using	Building fluency and understanding. Re-read books to build up their confidence in word reading, fluency, prosody and confidence Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand difference between fiction and non-fiction. Exploring a range of genres.

			recently introduced vocabulary during discussions about stories and during role-play.	events. Exploring more genres. Embedding new vocabulary within daily routine/play.	May include labels, sentences or captions. Explores poetry/	
<b>Word Reading</b>	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Little Wandle
<b>Writing</b>	Representing name and initial letter sounds. Dominant hand, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Writing opportunities in role play areas/outdoors.	Emergent writing. Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area/role play area.. Sequencing the events of a story. Practising correct letter formation. Improving pencil grip/fine motor skills.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels.. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. May begin to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.. Using correct letter formation. 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.
<b>Communication and Language</b>	Role play opportunities Getting to know you games All About Me bags	Nativity Circle time Makaton Word of the week Morning picture on board/Pics4learning Talk partners	Show and tell Circle time Talk partners/group discussions Makaton Word of the week	Show and tell Circle time Talk partners/group discussions Makaton Word of the week	Show and tell Makaton Word of the week Role play opportunities	Show and tell Role play opportunities Word of the week Morning picture on board- Once Upon a Picture Past, present and future tenses Assemblies

	Morning picture on board-Once Upon a Picture Nursery rhymes	Nursery rhymes	Morning picture on board-Once Upon a Picture Nursery rhymes	Morning picture on board-Once Upon a Picture Nursery rhymes	Morning picture on board-Once Upon a Picture Nursery rhymes	
<b>Core vocabulary</b>	Cafe Menu Nutrients Healthy Unique Proud Resilient Independent Responsibility Skeleton Our senses-hearing, sight, touch, smell, taste Friendship Family	Weather/seasons; Hail, snow, fog, drizzle, gale, sleet, thunder, lightning, storm, rainbow Dentist, vet, lollypop person, doctor, nurse, paramedic Nativity Celebration Bonfire, sparkler Diwali, rangoli Hindu Diya lamp	Hibernation Arctic/Antarctic Colony Species Climate Iceberg Inuit Igloo Endangered Carnivore/herbivore Narwhal, walrus, seal, arctic fox, snowy owl, lemming, whale Melt, blizzard Aurora borealis	Solar system Mily Way Galaxy Shuttle Astronaut Astronomy Satellite Constellations Planet Gravity Comet Meteorite Asteroid Cosmos	Life cycle Egg, larva, pupa Metamorphosis Cocoon/chrysalis Habitat Exoskeleton Invertebrate Anthropoid Insect Slimy Stripey Camouflage Millipede, centipede, ladybird, beetle, slug, snail	Knight Castle Moat Shield Armour Lance Turret Portcullis Drawbridge Quill, scroll Fantasy Bravery Ancient
<b>Key texts</b>	Owl Babies-Martin Waddell The Tiger who Came to Tea-Judith Kerr Handa's Surprise-Eileen Browne The Colour Monster-Anna Llenas Super Duper You-Sophy Henn	Emergency!-Margaret Mayo Heroes who Help Us-Liz Gogery Open Wide!-Lynne Chapman Alan's Scary Teeth-Jarvis Doctorsaurus-Emi-Lou May	Poles Apart-Jeanne Willis The Emperor's Egg-Martin Jenkins Somebody Swallowed Stanley-Sarah Roberts Commotion in the Ocean-Giles Andreae Sharing a Shell-Julia Donaldson	Q Pootle 5-Nick Butterworth Beegu-Alexis Deacon Whatever Next!-Jill Murphy Zoom to the Moon!-Hatty Skinner Here We Are-Oliver Jeffers	The Hungry Caterpillar-Eric Carle Mad about Minibeasts- Giles Andreae Firefly Home-Jane E Clarke A Bug's World-Erica McAlister	The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff You Choose fairytales-Pippa Goodhart Peep Inside the castle-Anna Milbourne The Knight Who Wouldn't Fight-Helen Docherty

	All Kinds of People-Emma Damon The Smeds and the Smoos-Julia Donaldson On Sudden Hill-Linda Sarah The Perfect Fit-Naomi James	Zog and the Flying Doctors-Julia Donaldson	The Big Book of Blue-Yuval Zommer	Red Rockets and Rainbow Jelly-Nick Sharratt Stardust-Jeanne Willis	The Bug Collector-Alex G Griffiths Mattise's Magical Trail-Sam Boughton Snail Trail-Ruth Brown	
<b>Mathematics; Number Numerical Patterns</b>	Registration-who is here today and who isn't?  Maths games  Daily timetable/sequencing events	Self-registration using 5 frames  Counting/noticing our snack. Sharing our snack out  Counting songs/rhymes	Self-registration using 10 frames  Paying for snack  Days of the week/months of the year	Self-registration using 10 frames  How many people are having school dinners/packed lunch? How many water bottles in each box?	Self-registration using 10 frames  Sharing snacks out equally between tables/plates  Number songs/rhymes	Self-registration using 10 frames  Problem solving/reasoning activities
<b>Number Sense Maths</b>	Spatial reasoning Construction and 3D shapes (through provocations in continuous provision)  Subitising quantities to 3	Spatial reasoning 2D shapes and Shape puzzles  Subitising quantities to 5	Number; enumerating between 6 and 10 items  Pattern  Subitising 6-10	Spatial reasoning Symmetry (inc. shape puzzles and construction)  Partitioning 2,3,4,5 and 10. Number bonds	Measure-length/weight  Composition of 6-9  Comparison of numbers to 10	Patterns in numbers to 10  Spatial reasoning maps and plans  Measure-volume
<b>Understanding the World</b>	Transition/ Belonging	My family My home	Health and well-being	Oceans and habitats	Similarities and differences-wildlife	Life in the past-knights and castles

People, Culture and Communities	Change				area compared to the Amazon	
	My Life  Being Special - Where do we belong? Why is the word 'God' so important to Christians?	Significant people in our community-people who help us  Why do <b>Christians</b> perform nativity plays at <b>Christmas</b> ?	Festivals/ Celebrations How can we help others when they need it?	Festivals/ Celebrations Why is Easter special to Christians?	Festivals/ Celebrations What makes every single person unique and precious?	Festivals/ Celebrations What places are special and why? How can we care for our wonderful world?
	My school community/my immediate environment	My Sawston-significant figures in local community/ making links	Looking after our oceans/ Conservation Antarctica/Arctic inhabitants/ communities	Stewardship-caring for our planet/recycling	Around the world – cultural differences	Around the world – cultural differences
	Individual celebrations	Healthy living-diet and lifestyle Christmas-Nativity	My School community/values	My school and wider community	My local community	My local community and the wider world
Understanding the World: Past and Present  Kapow	How have we changed since we were babies? Peek into our own past	Describe the roles of significant people around us. How has this changed over time?	Understanding the past-how have our oceans changed?	Space travel/technology-changes through time	Understanding the past-how have habitats changed?	Peek into the Past; Castles and Knights/Toys from the past
Understanding the world; The Natural World  Kapow	Forest School  Seasons/weather  Exploring and describing our local area. Our	Forest School  Seasonal changes  Local wildlife Leaf/tree identification	Forest School  Identifying sea creatures/polar animals/climate Ocean habitats	Forest School  Weather/Seasons  Looking after our planet	Forest school  Identifying mini beasts/ Classification/life cycles Minibeast habitats	Forest School  Observations of the world around us/how it has changed over time Castles and forts

	community/houses and homes	Floating and sinking	Bird watching and identification (GBBW)	Identifying planets in our solar system Recycling	Weather/seasons	Seasonal changes
<b>Expressive Art and Design:</b>						
<b>Access art</b>	What can we see?	How can we explore colour?	How can we build worlds?	How can we explore materials and marks? AND How can we explore 3D materials?	How can we use our bodies to make art?	How can we use our imaginations?
<b>Being Imaginative and Expressive</b>	Transient artwork-faces Playdough Self-portraits-Picasso Role play area/small world Our houses and homes	Colour mixing/Autumn leaf printing/rubbing Clay Diya lamps Making slime	Junk modelling-bird boxes/feeders Polar animals Building igloos Sea creatures	Role play-space station Paint blowing Making rockets	Sensory play/messy play. Finger and hand printing/patterns	Acting out traditional stories/Knights and castles
<b>Creating with Materials</b>	Unit 1: Structures: Junk modelling  Home corner	Role play-people who help us  Christmas-artwork-decorations/cards  Cooking and nutrition	Making bird feeders Chinese New Year activities  Forest School activities	Unit 2: Textiles: Bookmarks  Easter-hanging decoration/weaving	Poetry-role play  Making bug hotels	Use of songs/rhymes/props/instruments  Forest school activities-clay models/fairy gardens  Unit 3: Structures: Castles
<b>Understanding the World; People, Culture and Communities</b>	How do we celebrate our birthdays? Significant events	Why do Christians perform nativity	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?	How can we care for our wonderful world?
<b>Celebrations/ significant dates throughout the year</b>	Diwali Bonfire Night Remembrance Day	Christmas Hannakuh	Chinese New Year Ramadan	Eid Al-Fitr Easter Mothering Sunday Holi	Earth Day St George's Day	Summer solstice World Environment Day



<b>Music Charanga/ Sparkyard</b>	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind & Replay
<b>Physical Development;  Gross Motor skills   Get Set 4 P.E</b>	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Daily morning dance   <b>Introduction to PE 1 Inclusive Introduction to PE 2 Inclusive</b>	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Weekly safari walks Daily morning dance  <b>Ball Skills 1 Resilient  Ball Skills 2 Ambitious</b>	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Weekly safari walks Daily morning dance Forest school sessions  <b>Dance 1 Unique  Dance 2 Creative</b>  Gymnastics with specialist teacher	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Weekly safari walks Daily morning dance Forest school sessions  <b>Fundamentals 1 Resilient  Fundamentals 2 Resilient Creative</b>	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Weekly safari walks Daily morning dance Forest school sessions  <b>Gymnastics 1 Creative Gymnastics 2 Creative</b>	Use of large construction equipment Bats/balls/hoops Sand/water area Mud kitchen/digging area/wheelbarrow Weekly safari walks Daily morning dance Forest school sessions  <b>Games 1 Collaboration  Games 2 Collaboration</b>
<b>Fine motor skills</b>	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats	Playdough Peg boards Threading Small Lego/Stick bricks Playmobile Writing mats

	FMS activities throughout provision	Using cutlery correctly FMS activities throughout provision	FMS activities throughout provision	FMS activities throughout provision	FMS activities throughout provision	FMS activities throughout provision
<b>Personal, Social and Emotional Development;</b>  <b>Self-Regulation</b>  <b>Managing Self</b>  <b>Building Relationships</b>	<b>Myself and My Relationships</b> Starting school Transition/new beginnings Daily routine Autonomy Belonging Me and my body School values	<b>Myself and My Relationships</b>  My family and my home  My school  Friendships  Healthy living  Oral health  School values/expectations	<b>Healthy and Safer Lifestyles</b> Keeping Safe  My local community  My emotions  School values/expectations	<b>Citizenship</b> Me and My World Stewardship-me and my planet-recycling Looking after others/school values My emotions	<b>Healthy and Safer Lifestyles</b> Healthy Lifestyles My body and growing up  Healthy living  Friendships  School values	<b>Citizenship</b> Identities and Diversity My successes and achievements Change/transition  School values  Forming new relationships
<b>Suggested enhanced curriculum opportunities</b>	Safari walks Exploring the school grounds  Forest school	Local walks-landmarks  Christmas trip to Bircham House care home  Forest School	Local walks-Challis Gardens/church  Forest school	Local walks Easter visit to Bircham House care home  Planetarium experience  Forest School	Day trip to Wildlife Park/minibeast visit to school  Forest School	Class trip-Mountfitchet Castle  Forest School



<b>Assessment</b>	National Reception Baseline Assessment (RBA)  Baseline on Target Tracker  Parent/pupil meeting – settling in  Little Wandle assessment	Little Wandle assessment  Pupil progress meetings  Language Link assessments  Target Tracker data updated	Little Wandle assessment  Parent/pupil meeting- setting targets	Little Wandle assessment  Pupil progress meetings  Target Tracker data updated	Little Wandle assessment	Little Wandle assessment  EYFS profile-shared with parents  End of Year Data submitted
-------------------	--	---	---	--	--------------------------	--

### Overview

Communication and Language, Personal, Social and Emotional Development, and Physical Development will be planned and taught progressively and continuously throughout the year due to the fact that the skills within these Areas of Learning and Development underpin all other learning.

Opportunities for progress and development within each of these areas will be carefully planned and included in all aspects of the EYFS Curriculum and will be based on the age, stage and need of each and every child. This will ensure that the children are able to develop and practice the essential skills within these Areas of Learning and

Development throughout their time in the EYFS. While we have clear planning each half term and each week, we are reactive and adapt our planning to suit the needs and interests of our children, and to respond to the world around us.

- Phonics - We teach Phonics through the DfE approved Little Wandle scheme.
- Literacy - We choose key books to engage and excite the children. The books that we choose may change according to the needs and interests of the different children each year but the books often form the basis of our cross-curricular learning each week/ half term.
- Mathematics - We use Numbersense to form the basis of our formal planning and teaching for Mathematics.



- PE - We use Getset4PE throughout the school to ensure that all children gain the skills and knowledge needed to enjoy being active and to access a wide range of sports. EYFS also enjoy Balanceabilty and biking sessions
- RSE - Relationships and Sex Education is taught at the appropriate level for each year group. In EYFS this is largely part of everyday practice through which children are shown and taught how to interact with other people safely, respectfully and appropriately.
- ICT – Technology and digital resources will be used throughout all topics. The children will have continuous provision opportunities to explore and use ICT in their everyday learning and development.