


Termly EYFS Curriculum Map	Autumn Term During this time we will cover changing seasons, Diwali, Christmas, families and pets.	Spring Term During this time we will cover changing seasons, Easter, pancake day, Chinese New Year and Eid.	Summer Term During this time we will cover changing seasons, minibests and growing.
Personal Social & Emotional Development 	<p>These skills will be taught continually through opportunities within our In The Moment Planning interactions, continuous provision, school routines, quality interactions with staff, play with teachers and peers, facilitating and supporting children with their conflict resolution and peer to peer interactions, stories and circle times. Children engage in supportive small group work to help them with these skills if needed.</p> <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> • To express how they feel. • To understand how another person might be feeling. • To control their impulses when necessary. • To follow instructions. • Show resilience and perseverance in the face of challenge. <p><u>Managing self</u></p> <ul style="list-style-type: none"> • To attend to their basic needs regarding toileting, hunger and hygiene. • To speak to others about own needs. • To follow rules and understand the need for them. • To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. <p><u>Building relationships</u></p> <ul style="list-style-type: none"> • To take turns in conversation and play. • To communicate with both adults and children in the setting. • See themselves as a valuable individual. 		
Communication	<p>These skills will be taught continually through opportunities within our In The Moment Planning interactions, continuous provision, school routines, quality interactions with staff, play with teachers and peers, facilitating and supporting children with their conflict resolution and peer to peer interactions, stories, circle time. Children engage in supportive small group work to help them with these skills if needed.</p> <p><u>Listening, Attention & Understanding</u></p> <ul style="list-style-type: none"> • To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • To understand 'why' questions, like: "Why do you think the caterpillar got so fat?". • To understand how to listen carefully and why listening is important. 		

& Language



- To ask questions to find out more and to check they understand what has been said to them.
- To engage actively with stories, rhymes, non fiction and poetry.
- To respond to questions.
- To demonstrate understanding of new vocabulary.
- To ask questions or make comments about what they have read, heard or seen.
- To hold a back and forth exchange with their peers and teachers.
- To listen to and talk about stories to build familiarity and understanding.
- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- **To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**


Speaking

- To participate in small group, class and one to one discussions.
- To practise their spoken skills in a range of activities such as role play, conversations and story telling.
- To know a range of poems, rhymes and stories
- To demonstrate a growing vocabulary that is influenced by stories heard and books that have been read.
- To use a range of social sentences e.g. "Good morning".
- To speak in full sentences.
- To describe events in detail.
- To use past, present and future tenses.
- To use conjunctions such as 'and', 'but', 'because' etc.
- **To 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.**

Physical Development



These skills will be taught continually through opportunities within our In The Moment Planning interactions and continuous provision. The children have access to a range of outdoor resources to promote gross motor skills and core strength (e.g. large loose parts, tyres, trapeze swing, balance bikes and pedal bikes). Fine motor resources are also available both indoors and outdoors (such as a wide variety of mark making materials, playdough or activities such as threading/pegboards). The children are taught planned skills during their PE lessons. Some children take part in sensory circuits to support their development.

	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • To begin to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To develop ball skills including: throwing, catching, kicking, passing, batting, and aiming. • To avoid obstacles when running. • To confidently use a balance bike and begin to use other wheeled toys. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • To use a spoon or fork to eat independently. • To begin to use a knife to cut soft food with support. • To enjoy making marks with a range of tools (e.g. brushes, pens, chalk). • To develop a dominant hand. • To draw circles, horizontal and vertical lines. • To experiment with cutting straight lines, curves and corners with scissors. • To form recognisable letters for sounds taught so far. • To use an effective grip with a mark making tool. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • To continue to develop skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To develop and refine ball skills including: throwing, catching, kicking, passing, batting, and aiming. • To develop balance and coordination. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • To use a knife and fork to eat independently. • To form most letters of the alphabet correctly. • To develop the use of a tripod grip when writing. • To manipulate hand and scissors when cutting. • To add small details to pictures and paintings. • To use climbing equipment with skill and enjoyment. • To jump confidently off apparatus when using play equipment outside. • To show good posture when working at tables and on the carpet. 	<p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • To develop and refine skills: rolling , crawling, walking, jumping, running, hopping, skipping and climbing. • To develop and refine ball skills including: throwing, catching, kicking, passing, batting and aiming. • To demonstrate strength, balance and coordination when playing. • To negotiate space and obstacles safely, with consideration for themselves and others. • To demonstrate strength, balance and coordination when playing. • To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor</u></p> <ul style="list-style-type: none"> • To use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons). • To form letters accurately. • To begin to show accuracy when drawing. • To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • To use scissors to cut accurately and confidently. • To use a fork and knife effectively to feed myself.
<p>Literacy</p> 	<p>These skills will be taught continually through opportunities within our In The Moment Planning interactions and our continuous provision. Children have access to a range of mark marking and writing resources. There are daily synthetic, systematic phonics sessions taught through Read Write Inc. Children take stories home to practise their reading that are carefully matched to their current stage in Phonics. Story scribing is used to promote a love of stories and purposeful and meaningful writing opportunities for the children. Children listen to stories written by their peers and a wide range of authors. The children have access to texts of all different types, including diverse representations of different types of families, traditional tales, fiction and non-fiction, which are read to them and shared.</p>		

Comprehension

- To listen to stories and make comments on events within the text.
- To make predictions and suggest how a story might end.
- To answer simple 'What or Why questions' about a story.
- To know that information can be retrieved from books/computers/posters.
- To begin to use the language and vocabulary from a book when talking about it.
- Identify characters and settings in familiar books.

Reading

- To enjoy listening to stories and have a love of exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To link some sounds to individual letters
- To blend CVC words.

Writing

- To recognise their own name and begin to write it.
- To be able to explain the marks they have made and give meaning to them.
- To break the flow of speech into words.
- To write words using the sounds that they know and will have a go at writing other words.
- To apply their phonics knowledge when working with an adult to scribe their own story.
- To hear, say and write the initial and medial sounds in CVC words.

Comprehension

- To sequence the events in a story (they may use pictures and objects).
- To retell a familiar story using the book or illustrations as a prompt.
- To make predictions and suggest how a story might end.
- To retell some familiar stories.
- To start to use vocabulary and forms of speech that are influenced by their experiences of books.
- To answer simple 'What or Why questions' about a story.
- To know that information can be retrieved from books/computers/posters.
- To understand what they have read. Would be able to match a sentence/word to a picture.
- To increasingly use the language of stories during roleplay/discussions/helicopter story sessions.

Reading

- To enjoy/love listening to and exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To link sounds to individual letters and 10 diagraphs.
- To blend and segment words using the sounds that they know.
- To read a few common exception words matched to Read Write Inc.
- To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Comprehension


- To sequence the events in a story.
- To make predictions and suggest how a story might end.
- To retell some familiar stories.
- To start to use vocabulary and forms of speech that are influenced by their experiences of books.
- To answer simple 'What or Why questions' about a story.
- To know that information can be retrieved from books/computers/posters.
- To understand what they have read. Would be able to match a sentence/word to a picture.


Reading


- To enjoy/love listening to and exploring fiction and non-fiction books.
- To understand that print has meaning and that it is read from left to right.
- To say a sound for each letter in the alphabet.
- To identify and name the Set 1 and 2 sounds.
- To blend and segment words using the sounds that they know.
- To read some few common exception words matched to the school's phonic programme.
- To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- To write their own name.
- To write recognisable letters.
- To break the flow of speech into words.

		<p>Writing</p> <ul style="list-style-type: none"> • To write their own name. • To form lower-case and capital letters correctly • To break the flow of speech into words. • To write simple words using the sounds they know. • To make phonetically plausible attempts to write more complex words. 	<ul style="list-style-type: none"> • To write words using the sounds that they know and will make phonetically plausible attempts to write more complex words. • To write simple phrases and sentences that can be read by others. • To begin to use full stops and finger spaces. • To include new vocabulary in my own stories and writing. • To write a short story independently which I can share with an adult and my peers.
<p>Mathematics</p> 	<p>Maths skills and knowledge are taught through discrete daily maths lessons. These skills are taught continually through opportunities within our In The Moment Planning interactions and continuous provision. The environment enables children to think mathematically (e.g. sorting shapes back onto shadowed shelves or ensuring the correct number of objects goes back into the box).</p> <ul style="list-style-type: none"> • To be able to count forwards to 10. • To use shapes to make pictures and models. • To describe the properties of simple shapes. • To name some 2D and 3D shapes. • To subitise small quantities (below 5). • To begin to recognise patterns and be able to continue, copy and create them. • To begin to compare length, weight and capacity. • To begin to compare quantities with language of more and fewer. • To show a number below 5 in a range of ways (e.g. with fingers, objects, on a tens frame). • To join in with number songs. • To give meaning to marks to represent numbers. • To demonstrate an understanding of using 1 object for each item when counting. 	<ul style="list-style-type: none"> • To have a good understanding of numbers to 10. • To be able to count forwards and backwards to 10. • To know names and properties of some 2D shapes. • To know names of 3D shapes. • To subitise small quantities (up to 5). • To begin to demonstrate understanding of the composition of numbers up to 10 • To add and subtract confidently using resources. • To compare quantities with the language of more, fewer and the same/equal to. • To begin to understand the meaning of, and how to half or double. • To have a simple understanding of time and use appropriate vocabulary. • To explain their reasoning verbally to another peer or adult. • To continue, copy and create repeating patterns. • To compare length, weight and capacity. 	<ul style="list-style-type: none"> • To be able to count beyond 20 recognising the pattern of the counting system. • To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • To know names and properties of 2D shapes. • To know names of 3D shapes. • To subitise small quantities up to 5. • To demonstrate understanding of the composition of numbers up to 10. • To add and subtract confidently using resources as needed. • To understand the meaning of, and how to half or double. • To have a simple understanding of time and use appropriate vocabulary. • To explain their reasoning verbally to another peer or adult. • To continue, copy and create repeating patterns. • To compare length, weight and capacity. • To recall (without reference to rhymes, counting or other aids) number bonds up to 5.

		<ul style="list-style-type: none"> • To recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) including double facts. 	<p>(including subtraction facts) and some number bonds to 10, including double facts.</p> <ul style="list-style-type: none"> • To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
<p>Understanding the World</p> 	<p>These skills will be taught continually through opportunities within our In The Moment Planning interactions and our continuous provision. The children have every day use of the outdoors which is where they learn about the natural world best. Classroom environments support the children to acquire skills (e.g. maps in small world areas, non-fiction books, grouped small world figures). Children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally diverse world.</p>	<p><u>Natural world</u></p> <ul style="list-style-type: none"> • To use their senses to explore the natural world and describe what they discover. • To experience and notice differences in seasons. • To experience and describe different sorts of weather. • To know names of and begin to describe different animals. • To talk about what they observe when simple changes to materials take place (e.g. melting chocolate or ice). • To show understanding that we need to care for living things like plants and insects. • To use their senses to explore the natural world and describe what they discover. <p><u>Past & Present</u></p> <ul style="list-style-type: none"> • To talk about lives of people around them e.g. their family and lives of those in wider community. • To develop an understanding of yesterday, today and tomorrow. • To understand and use words such as yesterday, tomorrow, today, last week, a long time ago. <p><u>People, Culture & Communities</u></p> <ul style="list-style-type: none"> • To develop a sense of the immediate world around them through visiting parks, libraries etc. 	<p><u>Natural world</u></p> <ul style="list-style-type: none"> • To experience, observe and notice differences in seasons. • To experience and describe different sorts of weather. • To know names of and begin to describe different (animals, reptiles and fish). • To comment on and show curiosity about things they notice within the natural world. • To talk about what they observe with greater detail when simple changes to materials take place (e.g. “The ice has melted, it’s a big puddle now!”). Explore this in relation to things like melting, freezing, evaporating, floating, sinking, magnetism. • To begin to use scientific vocabulary to describe the natural world (e.g. soil, roots, stem). • To make simple drawings of natural objects. <p><u>Past & Present</u></p> <ul style="list-style-type: none"> • To talk about lives of people around them e.g. their family and lives of those in wider community. • To understand and use words such as yesterday, tomorrow, today, last week, a long time ago. • To know life was different in the past. 	<p><u>Natural world</u></p> <ul style="list-style-type: none"> • To understand changes in the natural world including seasons. • To experience and describe different sorts of weather and discuss these in relation to seasonal changes. • To know names of and begin to describe different animals, reptiles and fish. • To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • To ask questions and to be involved in finding the answer. • To experience and understand changing states of matter such as melting, freezing and evaporating. • To experience and understand concepts such as floating, sinking and magnetism. <p><u>Past & Present</u></p> <ul style="list-style-type: none"> • To talk about the lives of the people around them and their roles in society. • To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

	<p>and meeting important members of the community such as dentists, doctors, nurses etc.</p> <ul style="list-style-type: none"> • To show an interest in maps. • To know that some places are special to members of their community e.g. church, mosque, gudwara, visit to the church at Christmas. • To know that some families mark festivals of Christmas and Diwali., Eid, Chinese New Year and know how these may be celebrated. • To talk about their family and demonstrate understanding of their own personal history. • To begin to understand some of the similarities and differences between people (e.g. families, faiths). • To understand that people come from different countries and that these are different places. • To show an interest and some understanding of different occupations. 	<ul style="list-style-type: none"> • To compare and contrast differences between past and present situations. • To use topical vocabulary when discussing observations. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> • To know they live in Birstall, Leicester and that Leicester is in England. • To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc. • To begin to recognise some similarities and differences between life in this country and life in other countries. • To talk about what a map is for. • To talk about the similarities and differences between people (e.g. families, faiths). • To understand that some places are special to members of their community. • To share their knowledge of a range of different festivals and celebrations and say why they are important. 	<ul style="list-style-type: none"> • To understand the past through settings, characters and events encountered in books read in class and storytelling. • To understand and use words such as yesterday, tomorrow, today, last week, a long time ago. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> • To know they live in Birstall, Leicester and that Leicester is in England. • To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc. • To recognise some similarities and differences between life in this country and life in other countries. • To talk about what a map is for and what they observe. • To talk about the similarities and differences between people (e.g. families, faiths). • To understand that some places are special to members of their community. • To know that some families mark different festivals such as Christmas, Diwali, Eid, Chinese New Year and know how these may be celebrated. • To know some similarities and differences between different religious and cultural communities in this country.
<p>Expressive Arts & Design</p> 	<p>The children have access to a wide range of creative materials to support their interests and lines of enquiry. This includes continuous access to junk modelling supplies, a range of paper, decorating materials etc. The children are required to complete a simple plan before making their creations to encourage them to think about what they want to make and how they are going to make it. The children have access to a wide range of books to offer them creative ideas.</p> <p>Music is taught through the use of instruments within play and creative use for sound in story acting. Musical instruments are available to the children as part of their outdoor provision. Carpet sessions may also focus on music depending on the interests of the children at that time. Singing songs and learning rhymes and simple poems is part of our daily practise.</p>		

	<ul style="list-style-type: none"> • To enjoy, explore and experiment with a wide range of media and materials. • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques. • To experiment with colour, design, texture, form and function. • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them. • To explore and experiment with a wide range of media and materials • To safely use a range of tools (knife for buttering and cutting), media and techniques. • To experiment with colour, design, texture, form and function. • To look at models and structures made by others – junk modelling • Frequent opportunities to listen to and talk about different types of music. • To sing a range of well-known songs and rhymes. • To explore different instruments. • To move in time with music. • To talk about loud and quiet. • To perform songs, rhymes and poems with others. • To develop story lines through small world and roleplay. • To reflect on what they have created and say what they like or would change about it. 	<ul style="list-style-type: none"> • To explore and experiment with a wide range of media and materials. • To safely use a range of tools (scissors, pencils, crayons, paint and paint brushes), media and techniques. • To experiment with colour, design, texture, form and function. • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them. • To experiment with colour, design, texture, form and function. • To look at models and structures made by others. • Frequent opportunities to listen to and talk about different types of music. • To sing a range of well-known songs and rhymes. • To explore and begin to know the names of different sorts of musical instruments. • To move in time with music. • To talk about loud and quiet. • To hold a steady beat. • To perform songs, rhymes and poems with others. • To plan their creations and reflect on how their plan and finished design relate. • To comment on the work of other artists. • To include more complex narrative in their pretend play and build upon the ideas of others. 	<ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. • Opportunities to see works of art created by others. • Opportunities to share their own creations, explaining the processes they have used. • Observational drawings of the world around them. • To explore and experiment with a wide range of media and materials. • To look at models and structures made by others. • Frequent opportunities to listen to and talk about different types of music. • To sing a range of well-known songs and rhymes. • To know the names of different sorts of musical instruments. • To move in time with music. • To talk about loud and quiet. • To hold a steady beat. • To perform songs, rhymes and poems with others. When appropriate try to move in time with the music. • Invent, adapt and recount narratives and stories with peers and their teacher.
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**Parents as
Partners &
Community
Cohesion**



Home visits, Stay & Play sessions, Macmillan Coffee Day, Induction meetings, Phonics workshop, Writing workshop, Mathematics workshop, Parents evenings, Christmas production.
Using Tapestry to record and share In The Moment Planning interactions and identify next steps.