




EYFS Curriculum Map - 2023 - 2024


Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Where do I live?	Bright Lights, Big City – London.	Dinosaurs	Weather Experts	Memory Box	Safari
Curriculum Area						
Communication & Language 	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Listening and Attention. Speaking	<p>Communication and Language is a key part of the EYFS Curriculum and is one of the prime areas of learning. Speaking, listening, and understanding underpins each curriculum area through a combination of a language rich environment, explicitly taught lessons and interventions through interactions.</p> <p>On entry assessments are made to establish children’s starting points and teaching and learning opportunities are planned from this. All children have the opportunity to share their homework challenge each week to develop speaking and listening and questioning skills. Some children will take part in nurture/social communication groups if required.</p>					



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<p>Personal, Social & Emotional Development</p> 	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>We follow a whole school Jigsaw PSHE approach.</p>						
Self-Regulation	Baseline Assessments.	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Managing Self	Being Me in My World.	1.What am I good at?	1.Challenge	1.Everybodys body.	1.My Family and me.	1.My Body
Building Relationships	1.Who Me? 2. How am I feeling today? 3. Being at School 4.Gentle Hands 5. Our Rights.	2.I’m special. I’m me. 3.Families 4.Homes 5.Making Friends 6.Standing up for yourself.	2.Never giving up 3.Setting a goal 4.Obstacles and Support 5.Flight to the future 6.Footprint Award	2.We like to move it. 3.Food glorious food. 4.Sweet dreams 5.Keeping clean 6.Safe adults.	2.Making friends. 3.Falling Out 4.Bullying 5.Being the best friends we can be.	2.Respecting my body. 3.Growing Up 4.Fun and Fears 5.Celebration.



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	6. Our Responsibilities.					
Physical Development 	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Throughout the year, children have regular access to the outdoor area, climbing frames, bikes and scooters to develop their core strength, stability, balance, spatial awareness, coordination and agility. We also incorporate yoga and mindfulness into our weekly timetable to promote healthy bodies and emotional well-being.</p>					
Gross Motor Skills	Fundamental skills – ball skills Forest School	Gymnastics Forest School	Games - Basketball Games - Hockey	Games - Football Fundamental skills - Teamwork	Athletics – Sports Day Prep Dance	Tennis Forest School



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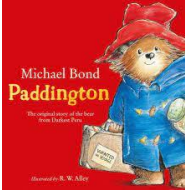
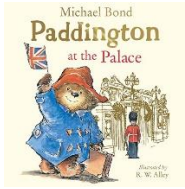






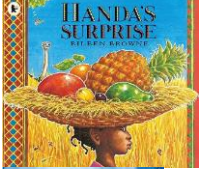
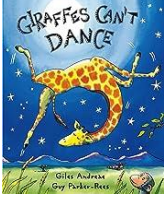
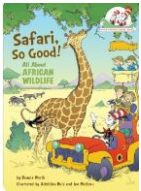
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	<p>We offer dough discos sessions, alongside Write Dance strategies to support the development of fine motor skills. Handwriting is taught throughout the year using out whole school scheme, Letter Join to develop patterns, pencil control and letter formation.</p>		
Fine Motor Skills	<p>Use a comfortable pen grip with mark making/writing Using one handed equipment with developing control.</p>	<p>Write some letters accurately with developing proficiency and control Using tools with control and developing precision.</p>	<p>Form lower case and capital letters accurately with an efficient handwriting style Using tools competently, safely and confidently.</p>
<p>Literacy</p> 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		



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<p>Key Texts</p>		 	 		  	  
<p>Comprehension</p>	<p>Taught using the above texts during whole class and small group reading sessions.</p>					
<p>Word Reading</p>	<p>Read CVC words with code knowledge: a/i/m/s/t/n/p/o/b/c/g/h/d/f/v/e/k/l/r/u/</p>	<p>CVC and CCVC/CVCC words with previous code knowledge plus: j/w/z/x/y/ff/l/ss/zz</p>	<p>CCVCC, CVCCC, CCCVC and digraph words previous code knowledge plus: sh/ch/th/ck/wh/ng/qu/ai/ee/igh/oa/or</p>			



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	Read short phrases with taught code knowledge and CEWs	Read short phrases and sentences with taught code knowledge and CEWs	Read sentences with taught code knowledge and CEWs			
Writing	Breaking speech into words. Mark making for meaning. Writing CVC words and simple labels, lists and captions.	Writing for different purposes Writing CVC and CCVC/CVCC words. Write simple phrases and sentences	Writing for different purposes. Writing CCVCC, CVCCC, CCCVC and digraph words. Write sentences using capital letters and full stops.			
Sounds Write Phonics	<p>Initial Code Unit 1 CVC (a, i, m, s, t) HFW/CEW – at, it, a, as</p> <p>Unit 2 CVC (n, o, p) HFW/CEW – in, in, an, not, the</p> <p>Unit 3 CVC (b, c, g, h)</p>	<p>Initial Code Unit 4 (d, e, f, v) HFW/CEW – for, of, dad, if, and, had, get.</p> <p>Unit 5 CVC (k, l, r, u) HFW/CEW – are, mum, up, but, put.</p> <p>Unit 6 CVC (j, w, z) HFW/CEW – was.</p>	<p>Initial Code Unit 8 VCC, CVCC (2 Consonants in final position, 3 and 4 sound words) HFW/CEW – to, no, go, into.</p> <p>Unit 9 CCVC (2 consonants in initial position)</p>	<p>Initial Code Unit 10 CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) HFW/CEW – recap all taught words.</p> <p>Unit 11 (sh, ch, th, ck, wh, ng, qu)</p>	<p>Initial Code Bridging Lessons (/c/- c, k, ck) (/ch/- ch, tch) (/w/ - w, wh) HFW/CEW – recap all taught words.</p>	<p>Initial Code Skills Consolidation – Segmenting, Blending and Phoneme Manipulation HFW/CEW – recap all taught words.</p>



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	HFW/CEW – is, I, big, his, him, got, can.	Unit 7 CVC (x,y, ff, ss, zz) HFW/CEW – all		HFW/CEW – recap all taught words.		
Mathematics 	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Number	Baseline Assessment.		Alive in 5		To 20 and beyond	
Numerical Patterns	Getting to know you. Match, sort and compare. Talk about measure and patterns. It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides.		Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes.		How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	



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<p>Understanding the World</p> 	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Past and Present</p>	<p>Transition from pre – school to school. Hemington past and present.</p>	<p>London past and present. Great Fire of London.</p>	<p>Prehistoric times. The World in the past</p>	<p>Holidays past and present.</p>	<p>Toys past and present.</p>	<p>Festivals</p>
	<p><u>Whole school RE themes throughout the year (Leicestershire Agreed Syllabus):</u></p>					
	<p>Where do we belong?</p>	<p>What stories are special and why?</p>	<p>Which people are special and why?</p>	<p>What places are special and why?</p>	<p>What places are special and why?</p>	<p>What times are special and why?</p>



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People, Culture and Communities.	My Home My Family	Remembrance Day Bonfire Night Christmas The Royal Family.	Chinese New Year. Mary Anning	Easter Wonders of the World David Attenborough	Visiting grandparents to compare toys.	African Culture Foods – Traditions.
The Natural World	My School Hemington Village	London	Fossils/ Rocks. Lifecycles Habitats	Seasonal Change. Hot and Cold Places. Weather Tracking.	Planting	Habitats – Camouflage and Protection Twycross Zoo.
<div style="display: flex; align-items: center;"> <div style="background-color: #00b0c0; color: white; padding: 10px; text-align: center;"> <p>Expressive Arts & Design</p>  </div> <div style="padding-left: 20px;"> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> </div> </div>						



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<p>Creating with Materials</p>	<p>Paint</p> <ul style="list-style-type: none"> • Brush skills: load brush, clean brush <p>Drawing</p> <ul style="list-style-type: none"> • pencils: hold and grip <p>Painting and mark making techniques explored.</p> <p>Flags</p>	<p>Paint</p> <ul style="list-style-type: none"> • Brush skills: application of paint – thick and thin brushes • brushstrokes – zig-zag, dots. <p>Drawing – pencils</p> <ul style="list-style-type: none"> • dark and light lines • top and side of pencil • sketching line <p>Sculpture – paper</p> <ul style="list-style-type: none"> • fold, rip, scrunch. <p>King Charles Portraits</p>	<p>Paint</p> <ul style="list-style-type: none"> • colour mixing – shades/tint/primary <p>Drawing – pastels</p> <ul style="list-style-type: none"> • dark and light lines • top and side of pencil • sketching line <p>Sculpture – 3D Clay</p> <ul style="list-style-type: none"> • rolling, cutting, twisting, moulding <p>Painting dinosaurs. Jurassic Landscape Clay fossils</p>	<p>Paint</p> <ul style="list-style-type: none"> • Brush skills: application of paint – thick and thin brushes • brushstrokes – zig-zag, dots. <p>Sculpture – paper</p> <ul style="list-style-type: none"> • 3D arrangements <p>Andy Goldsworthy – Collage.</p> <p>Extreme weather painting based</p>	<p>Print – all flower based.</p> <ul style="list-style-type: none"> • Press (into malleable), roll, stamp • Readymade • Unusual objects • Make your own <p>William Morris printing.</p>	<p>Sketching</p> <p>Sculpture – paper</p> <ul style="list-style-type: none"> • 3D arrangements <p>Animals Mask African Skyline Sculpture.</p>
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		London city landscapes.		on 'Hokusai's Great Wave'.		
Being Imaginative and Expressive.	<p>We follow whole school scheme Sing Up for music. The scheme has core knowledge and skills with musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. There is a permanent role play area linked to the theme in our outdoor learning area this has topical and seasonal enchantments throughout the year. Children gain first hand experiences from role play, learning nursery rhymes and song with performance time and daily storytelling. We also learn songs for occasions; Christmas, Easter, Harvest and end of year performances alongside dances and words for productions.</p>					