

Curriculum Planning Map

Below is an outline of what will be seen in the EYFS, however this will change depending on the children's' interests and abilities, whilst still ensuring a rich and varied curriculum.

Aut A	Aut B	Spring A	Spring B	Summer A	Summer B	All
Ourselves	Celebration	Once upon a time	Animals	People who help us	Treasures in the garden	
<ul style="list-style-type: none"> Settling in period Baseline assessment Who are we? Making friends Listening skills Expressing needs Beginning of the day routine End of day routine Playtime, snack time and lunchtime routine Set up of the classroom. Where is everything kept? Toileting and washing hands Name recognition Writing name Share books Counting objects and relating them to numbers Safe play times Tour of the school and outdoor areas 	<ul style="list-style-type: none"> Sharing and taking turns Learning names of everyone in the class Forming friendships Blending CVC words Introduction of 'red' words Writing sounds and simple words Following instructions Continuing to develop listening skills Christmas books Counting and introduction of numicon Nativity Introduction to other celebrations Art: clay work Use of outdoor area 	<ul style="list-style-type: none"> Listening to traditional Developing our oral story telling Drawing story maps Writing simple story Role play Art work Practical maths activities Simple numbers sentences 1 more/1less than Guided reading Continuation of letters and sounds Extended writing Continuing to develop the use of Red words Use of outdoor area 	<ul style="list-style-type: none"> Talk about likes and dislikes about animals Fact finding and research Art work Music and songs linked to animals Habitats Look at animals in different parts of the world Noah's Ark story Practical maths activities Writing simple animals facts/poems Own experiences of animals/pets Guided reading Use of outdoor area 	<ul style="list-style-type: none"> Learn about emergency services Talk about ways of keeping healthy and safe Visitors from the community to talk about occupations Continuation of letters and sounds Extending writing Mathematics problem solving Number sentences Art: Printing and painting Mathematics: weighing and capacity Talking about being healthy and safe Use of outdoor area 	<ul style="list-style-type: none"> Exploring the outdoor environment Continuation of letters and sounds Writing facts about mini beasts Habitats Planting Mini Beast stories Mathematics: data gathering Continuation of number work Use of outdoor area Mini beast songs, poems and stories Preparation for Year 1/transition 	
Tour of school & outdoors	Celebration Party	Library storytelling	Gore Farm	Visit to /from the local community	Gore Farm	
Spanish						
"my name is"	Body parts Head shoulders, knees Xmas song	Birds and Animals Twinkle Twinkle Little star		Food and The Hungry Caterpillar		

Prime Area: Personal, Social and Emotional Development

Making Relationships				Self-confidence & Self-awareness				Managing Feelings and Behaviour			
1. Play co-operatively, taking turns with others	2. Take account of one another's ideas about how to organise their activity	3. Show sensitivity to others' needs and feelings	4. Form Positive relationships with adults and other children	1. Confident to try new activities, and say why they like some activities more than others	2. Confident to speak in a familiar group and talk about their ideas	3. Chooses the resources they need for their chosen activities	4. They say when they do and don't need help	1. Talks about how they and others show feelings	2. Talk about their own and others behaviour, its consequences, and know that some behaviour is unacceptable	3. Work as part of a group or class, and understand and follow the rules	4. They adjust their behaviour to different situations, and take changes in routine in their stride

Prime Area: Communication and Language

Listening & Attention					Understanding			Speaking		
1. Listens attentively in a range of situations	2. Listens to stories, accurately anticipating key events	3. Responds to what they hear with relevant comments, questions or actions	4. Gives attention to what others say and respond appropriately, while engaged in another activity	5. Gives attention to what others say and respond appropriately, while engaged in another activity	1. Can follow instructions involving several ideas or actions	2. Answer 'how' and 'why' questions about their experiences	3. Answer 'how' and 'why' questions in response to stories and events	1. Expresses his/herself effectively, showing awareness of listeners' needs	2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	3. Develop own narratives and explanations by connecting ideas or events

Prime Area: Physical Development

Moving & Handling				Health & Self-care		
1. Show good control and co-ordination in large and small movements	2. Moves confidently in a range of ways, safely negotiating space	3. Handle equipment and tools effectively	4. Hold a pencil effectively for writing	1. Knows the importance for good health of physical exercise, and a healthy diet	2. Talks about how to keep healthy and safe	3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet

Specific Area: Literacy

Reading				Writing			
1. Use phonic knowledge to decode regular words and read them aloud accurately	2. Can read some irregular common words	3. Read and understand simple sentences	4. Demonstrate understanding when talking with others about what they have read	1. Uses their phonic knowledge to write words in ways which match their spoken sounds	2. Can write some irregular common words	3. When writing, some words are spelt correctly and others are phonetically plausible	4. Writes simple sentences which can be read by themselves and others

Specific Area: Mathematics

Numbers

1. Count reliably with numbers from 1 to 20	2. Place numbers 1 to 20 in order	3. Say which number is one more or one less than a given number to 20	4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	6. Solve problems, including doubling and halving and sharing
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Shape, Space & Measure

1. Uses everyday language to talk about size	2. Uses everyday language to talk about weight	3. Uses everyday language to talk about capacity	4. Uses everyday language to talk about position	5. Uses everyday language to talk about distance	6. Uses everyday language to talk about time	7. Uses everyday language to talk about money	8. Compares quantities and objects and use to solve problems	9. Recognises, creates and describes patterns	10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them
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Specific Area: Understanding the World

People & Communities

The World

Technology

1. Talks about past and present events in their own lives and in the lives of family members	2. Knows other children don't always enjoy the same things, and are sensitive to this	3. Knows about similarities and differences between themselves and others	4. Knows about similarities and differences among families, communities and traditions	1. Knows about similarities and differences in relation to places, objects, materials and living things	2. Talks about the features of their own immediate environment and how environments may vary from one another	3. Makes observations of plants and animals	4. Explain why some things occur, and talk about changes	1. Recognises that a range of technology is used in places such as homes and schools	2. Selects and uses technology for particular purposes
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Specific Area: Expressive Arts and Design

Exploring & Using Media and Materials

1. Sings songs and experiments with ways of changing them	2. Makes music and experiments with ways of changing it	3. Dances and experiment with ways of changing them	4. Safely use and explore a variety of materials, tools and techniques	5. Experiment with colour, design, texture, form and function
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Being Imaginative

1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes	2. Represent their own ideas, thoughts and feelings through design and technology	3. Represent their own ideas, thoughts and feelings through art	4. Represent their own ideas, thoughts and feelings through music	5. Represent their own ideas, thoughts and feelings through dance	6. Represent their own ideas, thoughts and feelings through role play	7. Represent their own ideas, thoughts and feelings through stories
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