

Curriculum Map - EYFS



AUTUMN TERM

SPRING TERM

SUMMER TERM

VALUES & THEMES

COURAGE / BELONGING
COMPASSION / DIVERSITY

COLLABORATION / PERSONAL
BELIEFS
PERSEVERANCE / HEALTHY ME

CURIOSITY / RESPECT
CREATIVITY / CHANGES

BRITISH VALUES

DEMOCRACY / RULE OF
LAW
INDIVIDUAL LIBERTY

TOLERANCE
MUTUAL RESPECT

DEMOCRACY
MUTUAL RESPECT

COMMUNICATION & LANGUAGE

TERM 1 SHARING STORIES, REPERTOIRE OF
SONGS AND EXPOSURE TO A WIDE RANGE OF
VOCABULARY.

TERM 2 SCHOOL/NURSERY RULES
SMALL GROUP PROMOTING- WHAT MAKES US
DIFFERENT?
WIDE VOCABULARY EXPOSURE.
UNDERSTANDING BASIC INSTRUCTIONS.

TERM 3 CAN SHARE THINGS THAT ARE IMPORTANT
TO THEM- FAMILIES, EVENTS.
TALKS ABOUT FAVOURITE STORIES.

TERM 4 USE LANGUAGE TO EXPRESS FEELINGS AND
EMOTIONS.
CAN START A CONVERSATION WITH AN ADULT OR A
FRIEND AND CONTINUE IT FOR MANY TURNS.
USE TALK TO ORGANISE THEMSELVES AND THEIR
PLAY.

TERM 5 CAN INITIATE CONVERSATION.
JOINS IN WITH RHYMES AND STORIES.
TO LISTEN TO OTHERS AND RECALL KEY FACTS.
BEGINNING TO USE WORDS SUCH AS "AND" AND
"BECAUSE."

TERM 6 TO DEVELOP COHERENT ANSWERS TO
"WHY" QUESTIONS.
USES COMPLEX SENTENCES TO ELABORATE AN IDEA.
CAN IDENTIFY WHEN THEIR VOICE IS IMPORTANT
AND HEARD.

LITERACY (PHONICS)

-PHASE 1
BERTHA THE BUS
-NAME PLAY
FOR EACH NEW SOUND
-WHAT'S IN THE BOX?
RECEPTION: FOLLOW THE LITTLE WANDLE
SCHEME.

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LITERACY (READING TEXTS)

WHERE'S SPOT?
ROOM ON THE BROOM
HANDA'S SURPRISE
LITTLE RED HEN
THE GRUFFALO
PEACE AT LAST
EVERY BUNNY DANCE
WHALES ON THE BUS
EACH PEACH PEAR PLUM
WHATEVER NEXT!

GUESS HOW MUCH I LOVE YOU
ELMER
THE VERY BUSY SPIDER
DON'T PUT YOUR FINGER IN THE JELLY, NELLY
DEAR ZOO
THE VERY HUNGRY CATERPILLAR
THAT'S MY FLOWER
SUPERWORM
ALL ABOUT MINIBEASTS

OWL BABIES
WHAT THE LADYBIRD HEARD
BROWN BEAR, BROWN BEAR,
WHAT DO YOU SEE?
KIPPERS BEACH BALL
SHEEP IN A JEEP
PAPERDOLLS
THE SLEEPY BUMBLEBEE
THE HUGASAURUS
RUMBLE IN THE JUNGLE
GIRAFFES CAN'T DANCE

LITERACY (WRITING)

SCRIBBLE DISORDERED
CHILDREN WILL MAKE UNCONTROLLED
MARKINGS THAT CAN EITHER BE EITHER BOLD
OR LIGHT DEPENDING UPON THE PERSONALITY
OF THE CHILD.

SCRIBBLE LONGITUDINAL
CHILDREN WILL MAKE CONTROLLED MARKS,
SHOWING REPETITIONS OF MOTIONS.

SCRIBBLE CIRCULAR
CHILDREN CREATE CIRCULAR LINES THAT ARE DRAWN
EITHER CLOCKWISE OR COUNTERCLOCKWISE.
CHILDREN BEGIN TO DEVELOP CONTROL, SIZE AND
ORIENTATION OF CIRCULAR PATTERNS,

SCRIBBLE NAMING
CHILDREN TELL STORIES ABOUT THEIR SCRIBBLES.
THERE IS A CHANGE FROM KINAESTHETIC THINKING IN
TERMS OF MOTION IMAGINATIVE THINKING IN TERMS
OF PICTURE .CHILDREN BEGIN TO GIVE MARKS NAMES.

PRESCHEMATIC
CHILDREN WILL MAKE CLOSE SHAPES WITH
CONTINUOUS LINES AND BEGIN TO USE THESE SHAPES
TO REPRESENT OBJECTS. THE DRAWINGS SHOW WHAT
A CHILD PERCEIVES AS MOST IMPORTANT ABOUT THE
SUBJECT.

PHYSICAL DEVELOPMENT (FINE MOTOR)

BLOCK PLAY (CONSTRUCTION)
CHUNKY TWEEZERS
CHUNKY MARK MAKING TOOLS.

WASH AND DRY HANDS INDEPENDENTLY,
REPEATING THE REASONS FOR DOING SO.
POUR INTO A CUP.
BUILDS CONFIDENTLY WITH BIG BLOCKS,
DUPLO, WOODEN BRICKS.

HANDLING SCISSORS SAFELY WHEN
TRANSPORTING.
FIND AND PUT THEIR OWN COAT ON.
CUT USING A KNIFE WITH SUPPORT.
FOLLOW MODELLED TECHNIQUES TO USE ONE
HANDLED TOOLS.

EXPLORE ONE HANDLED TOOLS (TWEEZERS,
PLASTIC SEWING NEEDLES, HOLE PUNCHES,
HAMMERS, SAWS.

CUT USING A KNIFE- WITH SUPERVISION.
SHOWS A PREFERENCE FOR DOMINANT HAND.
USING CUTLERY WITH SOME INDEPENDENCE.

REFINE TECHNIQUES TO USE ONE HANDLED
TOOLS. (TWEEZERS, NEEDLE, SCISSORS,
NARROW MARK MAKING TOOLS, HAMMERS,
SAWS, HOLE PUNCHES.

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MATHEMATICS

NUMBER NAMES IN PLAY
ROTE COUNTING
NUMBER SONGS

VOCABULARY RELATING TO SIZE- BIG AND SMALL
BEGIN TO USE VOCABULARY RELATING TO CAPACITY.
RECITE NUMBERS TO 5.

CREATE ABAB PATTERNS.
MATCHING GAMES.
SIMPLE NUMBER PROBLEMS IN PLAY.

BEGIN TO PREDICT WHAT WILL HAPPEN WITH THE AMOUNTS IN THE NUMBER RHYME.
SAY ONE NUMBER FOR EACH ITEM ON ORDER.
1,2,3,4,5.
RECOGNISE NUMBERS THAT ARE SIGNIFICANT TO THEM.

LINK NUMERALS TO AMOUNTS.
COUNT A SMALL SET OF OBJECTS AND KNOW THE LAST NUMBER IS THE AMOUNT.
NOTICING ERROR IN REPEATING PATTERN.

2 D AND 3D SHAPES USING MATHEMATICAL LANGUAGE.
DISCUSS ROUTES AND LOCATIONS USING PREPOSITIONS SUCH AS "IN FRONT OF" "BEHIND"
TALK ABOUT AND IDENTIFY PATTERNS AROUND THEM E.G. STRIPES ON WALLPAPER.

UTW

BLACK HISTORY MONTH

REMEMBRANCE

MAP READING:
SCHOOL ORIENTEERING

OURSELVES AND OUR FAMILIES
OUR LOCAL AREA
ROAD SAFETY
DAYS/MONTHS/SEASONS
EXPLORE WEATHER
CELEBRATING DIFFERENCE
FESTIVALS AND CELEBRATIONS
LIGHT AND COLOUR
COOKING AROUND THE WORLD

STEM DAY
EVERYDAY LIFE
PETS
WOODLAND ANIMALS
MINIBEASTS
HABITATS
JUNGLE ANIMALS
ON THE FARM
ANIMAL PATTERNS
LIFE CYCLES
TADPOLES
PLANTING SEEDS
GARDENING
TAKING CARE OF LIVING THINGS

LOCAL HISTORY:
THE STORY OF OUR HIGH STREET

ARTS WEEK:
SIGNIFICANT ARTISTS
LEGACY

DIFFERENT TYPES OF VEHICLES
REDUCE, REUSE, RECYCLE
LOCAL LANDMARKS
DESIGNING MAPS
SEASIDE ART AND CRAFT
HOLIDAY/ADVENTURES
SEASON OF SUMMER
TRANSITION INTO SCHOOL
PREPARING FOR CHANGE.

EAD

DRAWING
AUTUMN CRAFTS
EXPLORE MAKING MARKS IN DIFFERENT WAYS.

EXPERIMENT WITH COLOUR
FIREWORKS, BONFIRE, AUTUMN LEAVES, DIWALI.
NATIVITY ROLE PLAY AND CHRISTMAS SONGS
CHRISTMAS:
TREE FESTIVAL
CRAFT FAYRE
DECORATIONS

PORLOCK SPRING SHOW
CREATING HABITATS
ANIMAL PORTRAITS/PUPPETS
USING RESOURCES AROUND THEM TO ENHANCE PLAY.

PAINTING
EASTER
LIFE CYCLES
MODELLING MAKING PUPPETS.

SCULPTURE
BEGIN
TO CREATE WITH INTENT.
CREATE A SPECIAL PIECE OF WORK THAT IS SPECIAL TO THEM AND SEEKS CELEBRATION.

ARTS WEEK
WITH SUPPORT, BEGIN TO RE-ENACT THEIR FAVOURITE STORIES.
BEAT AND MOVE IN TIME.
OUTDOOR ART: WEAVING

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PHYSICAL DEVELOPMENT (GROSS MOTOR)

ACTIVE KIDS / GYMNASTICS

ACTIVE KIDS / MUSIC AND
MOVEMENT

ACTIVE KIDS / MULTI SKILLS

BALANCEABILITY / RAQUET
SPORTS

BALANCEABILITY / CRICKET

ATHLETICS AND SUMMER
GAMES

RE (JIGSAW)

WHAT MAKES PEOPLE
SPECIAL?

WHAT IS CHRISTMAS?

HOW DO PEOPLE CELEBRATE?

WHAT IS EASTER?

WHAT CAN WE LEARN FROM
STORIES?

WHAT MAKES PLACES
SPECIAL?

PSHE (JIGSAW / MY HAPPY MIND)

TERM 1 MY HAPPY MIND/ZONES
OF REGULATION

TERM 2 CELEBRATING
DIFFERENCE

TERM 3 DREAMS AND GOALS

TERM 4 HEALTHY ME

TERM 5 RELATIONSHIPS

TERM 6 CHANGING ME

OUTDOOR LEARNING (ECO & SUSTAINABILITY)

PASSION FOR PORLOCK SESSIONS - 2 HOURS EVERY MONDAY AFTERNOON (TO INCLUDE
LIBRARY, SEASONAL WALKS, FOREST SCHOOL, EXTERNAL PROVIDERS)