

Western Road CP School
EYFS Curriculum Map

Term	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Our Values	Well Rounded	Resilient	Courageous	Pupil Voice	Skilled	Lewes & Beyond
Focus	<i>Marvellous Me!</i>	<i>Celebrations</i>	<i>Save our Planet!</i>	<i>Down on the Farm</i>	<i>Once upon a Time...</i>	<i>Seaside and Pirates</i>
Enrichment	<i>People who help us: PCSO Visit Firefighter Visit Nurse Visit Parents visit to discuss their jobs</i>	<i>Southover Church Visitor from either: Hindu temple, Mosque, synagogue</i>	<i>Company of Critters visit</i>	<i>Farm Trip</i>	<i>Forest School</i>	<i>Saltdean Beach Visit</i>
Communication, Language and Literacy	<ul style="list-style-type: none"> -Speaking and Listening – talking about themselves, likes and dislikes -Share shoe boxes from the summer -Writing their names -Listening to stories and understand what is happening -Children follow instructions, including those with 2 steps 	<ul style="list-style-type: none"> •Speak clearly in full sentences. •Develop an increased range of vocabulary. •Listen to stories from around the world and talk about their meaning. •Join in ‘The Nativity’ performance. •Writing their names, forming letters correctly. 	<ul style="list-style-type: none"> •Speaking and Listening – talking about their favourite creature and giving reasons why. •Writing captions and short sentences for profiles on David Attenborough and Greta Thunberg. 	<ul style="list-style-type: none"> -Listen attentively to a range of stories including ‘What the Ladybird Heard’ and ‘The Gigantic Turnip’ -Find out about farms and food using a range of non-fiction books making comments about what we have heard -Learn topic 	<ul style="list-style-type: none"> •Speaking and Listening – sharing our thoughts, interests and opinions. •Listen to stories and anticipate events. •Write simple sentences that can be read by ourselves and others. •Describe settings, events and principal characters. •Demonstrate an understanding when talking to others about 	<ul style="list-style-type: none"> •Participate in small group, class and 1:1 discussions linked to our topic and key texts. •Express our ideas, thoughts and feelings about their experiences •Listen to what we hear, make relevant comments and ask questions •Explore fiction text ‘Hooray for Fish!’ by Lucy Collins •‘Billy’s Bucket’ by Kes Gray & Garry Parsons and various pirate books •Explore Non-fiction texts including ‘The Sea Book’ by Charlotte Milner

	<ul style="list-style-type: none"> -Use talk to clarify their thinking and ideas. -Children to ask how and why questions to deepen their understanding -Begin to learn to read and write simple words 	<ul style="list-style-type: none"> •Begin to read and write simple words (3 letters) as well as our focus key words. •‘Have a go’ at writing other words. •Listen to poems linked to the weather and seasons. •Hold a pencil correctly and begin to form letters correctly. 	<ul style="list-style-type: none"> •Children follow instructions and answer how and why questions in response to their experiences. •Using talk to clarify their thinking and ideas. 	<p>related words such as farmer, grow, harvest, produce and transport</p> <ul style="list-style-type: none"> -Express our thoughts and feelings about the events in books -Mark making, handwriting patterns, develop good pencil control -Read and write key words -Continue to develop ‘have a go’ writing, sounding out words using our knowledge of letter-sounds -Write super sentences with capital letters, finger spaces and full stops. -Try using interesting words when writing a character description. 	<p>what we have read.</p> <ul style="list-style-type: none"> •Use key features of narrative in our own writing. •Use information texts to find out about castles, the monarchy and life long ago. 	<ul style="list-style-type: none"> •Write simple sentences with letters formed correctly, capital letter at the beginning, finger spaces and full stops. •Use an increasing range of vocabulary in our writing •Know the letter names for the alphabet
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				-Listen to and engage in learning based around the texts 'What the Ladybird Heard' and 'The Gigantic Turnip'. -Explore using a story maps to re-tell a story and change stories -Explore using speech and thought bubbles		
<i>Class Text</i>	Bodies Are Cool by Tyler Feder The Family Book by Todd Parr	Diwali Guy Fawkes Hannukah	Greta and the Giants by Zoe Tucker	What the Ladybird Heard – Julia Donaldson The Gigantic Turnip – Aleksei Tolstoy	Goldilocks and the Three Bears The Gingerbread Man	-'Hooray for Fish!' by Lucy Collins -'Billy's Bucket' by Kes Gray & Garry Parsons - 'The Sea Book' by Charlotte Milner
<i>Maths</i>	<ul style="list-style-type: none"> •Use number names in order •Say one number name for each object counted •Compare amounts eg the same, lots, more •Recognise some numerals •Compare heights •Match numerals and amounts 	<ul style="list-style-type: none"> •Count objects and actions to 10, saying 1 name for each object. •Subitize (recognize immediately) amounts up to 5 •Find out 'one more' in a range of contexts. •Begin to record mathematical understanding. 	<ul style="list-style-type: none"> •Building a secure knowledge of counting to 10. •Using part-whole models to represent our number work. •Using tens frames to secure understanding of number bonds of 10. 	<ul style="list-style-type: none"> -Join in with number rhymes and songs -Subitize (recognise quantities without counting) -Develop our understanding of numbers to 10 – for example, thinking about pairs of numbers 	<ul style="list-style-type: none"> •Reliably count objects, actions and sounds. •Say what is 1 more/less than a given number. •Add/subtract single digit numbers and count on/back to find the answer. •To explore the composition of numbers to 10. Recalling number bonds for numbers 0-5 	<ul style="list-style-type: none"> •Secure our knowledge of number bonds •Add/subtract single digit numbers and count on/back to find the answer. •To explore the composition of numbers to 10. •Use everyday language to talk about, size, capacity, distance, time and position. Use

	<ul style="list-style-type: none"> •Begin to recognise groups of 2 and 3 without counting them 	<ul style="list-style-type: none"> •Begin to recall 'number bonds' to 5 i.e. pairs of numbers which total 5. •Talk about and begin to name 2D and 3D shapes such as circle, square, rectangle, triangle, cube, cuboid, cylinder and sphere 	<ul style="list-style-type: none"> •Using positional and directional language in a practical context eg map making. 	<p>that total 5 and then 10</p> <ul style="list-style-type: none"> -Compare quantities up to 10 – which is more/less -Begin to explore the concept of subtraction -Recording our work using pictures, numbers and symbols 	<p>and some to 10.</p> <ul style="list-style-type: none"> •Explore numbers to 20. •Recognise, create and describe numerical patterns •Compare quantities up to 10 in different ways using language 'more than' 'less than' and 'the same' 	<p>mathematical language to describe 2D and 3D shapes.</p> <ul style="list-style-type: none"> •Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally
<i>Understanding the World</i>	<ul style="list-style-type: none"> -Begin to make connections between their families and the families of others •Notice similarities and differences between people and families •To show an interest in different occupations •To talk about themselves and their interests •Visit from people in our community who help us 	<ul style="list-style-type: none"> •Find out about some of the different celebrations around the world such as Christmas, Diwali and Hanukah. •Talk about how Bonfire Night is celebrated in Lewes. •Talk about our own family celebrations and tradition. •Begin to make connections between their families and the families of others. •Notice similarities and differences 	<ul style="list-style-type: none"> •Becoming familiar with the local environment and comparing it to other habitats. •Recognising seasonal changes – winter to spring. •Thinking about how they can help the planet. •Learning about the features of different wild animals to include where they live, what 	<ul style="list-style-type: none"> -Talk about the role of different people involved in getting food to our plate -Talk about life in the past and how it is different now -Explore story locations and maps -Use Beebots to input instructions -Use paint program on the computer -Sorting and classifying materials; the best materials to 	<ul style="list-style-type: none"> •Talk about members of our immediate family and community. •Explore why some things occur and talk about changes. •Know the difference between past and present and some reasons why other people's lives were different in the past. •Draw information from a simple map. •Compare and contrast characters from stories. •Talk about changes of materials as we cook porridge and Gingerbread men. 	<ul style="list-style-type: none"> •Take part in investigations and detailed observations linked to 'change' as part of STEM •Make detailed observations linked to the 'seaside' •Know similarities and differences between things in the past and present linked to 'The Seaside' •Investigate the natural features of the beach •Talk about different how lives of different people are similar/ different.

	<ul style="list-style-type: none"> •To begin to develop an understanding of the seasons and how plants and trees change 	between people and families.	they eat. <ul style="list-style-type: none"> •Using remote control toys. •Learning about influential people such as David Attenborough and Greta Thunberg, who have raised an awareness of animal habitats and climate change. 	build animal homes -Make our own turnip soup -Plant our own seeds and observe them grow -Talk about the changing seasons with a focus on Spring -Talk about Mother's Day and who is special in our lives -Talk about how Easter is a special time for Christians and how it is celebrated		
<i>Personal, Social and Emotional Development</i>	<ul style="list-style-type: none"> •Begin to talk about and name emotions •Be able to follow expectations of the classroom •To share and take turns •To notice and ask questions about similarities and differences 	<ul style="list-style-type: none"> •Continue to develop our knowledge and understanding of the 'Zones of Regulation' and begin to develop a range of strategies we can use to support us to regulate our emotions. 	<ul style="list-style-type: none"> •Children are confident trying new things. •Following routines. •Working as part of a group or class and understand and follow the rules. •Taking account of their peers' 	-Show an understanding of their own feelings and those of others feelings and the feelings of others linked to the Zones of Regulation -Work and play cooperatively with others	<ul style="list-style-type: none"> •Talk about things we enjoy and are good at, and about the things we do not find easy. •Choose resources independently for our chosen activity. •Express our feelings and consider the feelings of others. •Talk about the behaviour and actions 	<ul style="list-style-type: none"> •Be confident to try new activities •Show independence, resilience and perseverance in the face of challenges •Work and play cooperatively and take turns with others •Show sensitivity to our own and others' needs •Talk about our

	<ul style="list-style-type: none"> •Introduce 'zones of regulation' and the toolkit •Develop a sense of membership of the class 	<ul style="list-style-type: none"> •Understand the need for safety both in and out of school. •Talk about special times in our lives. •Talk about what makes us special and unique. •To celebrate us! 	<ul style="list-style-type: none"> ideas and how to organise activities. •Persevering when a challenge occurs. •Being inquisitive and asking questions 	<ul style="list-style-type: none"> -Talk about Mothers' Day and who is special in our lives 	<ul style="list-style-type: none"> of various characters in stories. •Challenge character stereotypes 	<ul style="list-style-type: none"> achievements over the year and our aspirations for Year 1 •Talk about 'moving on' – share our thoughts, feelings and opinions around transition
<i>Physical Development.</i>	<ul style="list-style-type: none"> •Develop control in large movements such as running, jumping, hopping •Develop pen control through mark making •Learn to put on and fasten coats independently •Use different tools such as scissors, playdough equipment and mark making tools 	<ul style="list-style-type: none"> •Develop control in large movements. •Begin to develop ball skills such as throwing, catching, rolling, kicking and dribbling. •Develop pen control through mark-making. •Continue to develop our independence going to the toilet and learning to put on and fasten coats independently. •Use different tools such as scissors, tweezers, playdough equipment and mark making tools. 	<ul style="list-style-type: none"> •Practising fine motor skills – cutting, threading, handwriting patterns, using construction equipment. •Gymnastics – using equipment safely and with confidence. •Moving safely, using space sensibly. •Moving in a variety of ways e.g. hopping, skipping, jumping. •Using gross motor movements 	<ul style="list-style-type: none"> -Practising fine motor skills – cutting, threading, weaving, handwriting patterns, using construction equipment -Using outdoor equipment including the large climbing equipment -Ball skills— throwing, catching and kicking with accuracy -Simple Team Games and partner work including parachute games 	<ul style="list-style-type: none"> •Show control and co-ordination with large and small movements. •Effectively negotiate space and obstacles safely. •Move confidently in a range of ways. •Begin to write on lines and control our letter size. •Handle tools and equipment effectively. •Develop our motor control so we can use a range of tools competently, safely and confidently e.g. knife and fork, paintbrush and scissors. 	<ul style="list-style-type: none"> •Show control and co-ordination with large and small movements. •Begin to write on lines and control our letter size. •Develop our motor control so we can use a range of tools competently, safely and confidently e.g. knife and fork, paintbrush and scissors. •Take part in multi-skills games including some team games <ul style="list-style-type: none"> •Take part in Sports Day!

			<p>such as cycling, climbing and tyre rolling to strengthen muscles.</p> <ul style="list-style-type: none"> •Write Dance – to develop our mark making skills and pen grip. •Introduce Daily Mile to motivate children to develop healthy choices. 			
<i>Creative Development</i>	<ul style="list-style-type: none"> •Take part in action songs •Sing some familiar nursery rhymes •Explore different materials and join them together to make pictures and models •Draw with increasing control and imagination •Take part in role play •Negotiate play with other children 	<ul style="list-style-type: none"> •Explore using a range of different materials. •Begin to explore a range of artistic techniques. •Draw with increasing detail. •Take part in role play. •Take part in the EYFS and KS1 Nativity performance. •Use clay and create our own Diva Lamp linked to Diwali. •Take part in a 	<ul style="list-style-type: none"> •Singing a variety of songs. •Designing and making a home for a chosen animal ensuring the environment has the features the animal requires to live. •Responding to 'Greta and The Giants' by performing parts of it through drama •Learning rhymes and 	<p>-Sing a variety of songs exploring vocabulary, pitch, tempo and dynamics</p> <p>-Explore a range of percussion instruments</p> <p>-Make puppets, masks and props for our own farms/ farm shops and police officers (linked to the key texts)</p> <p>-Build farm buildings, machinery and</p>	<ul style="list-style-type: none"> •Sing a range of songs exploring pitch, volume, tempo. •Listen attentively, move and talk about music. •Represent our own ideas, thoughts and feelings. •Study 'Castle and Sun' by Paul Klee •Experiment with design and function. •Create our own knight shields. •Return to previous work, and refine our ideas. 	<ul style="list-style-type: none"> •Sing a range of songs including sea shanties! •Perform songs, rhymes, poems and stories with others •Represent our own ideas, thoughts and feelings in response to music, art and experiences •Reflect on our work, talk about how we can make improvements. •Carry out detailed art using a range of tools and techniques

	<ul style="list-style-type: none"> •Use dialogue to imagine and create characters and experiences 	<p>cookery project to make food linked to Hanukah.</p>	<p>using instruments to represent various animals.</p> <ul style="list-style-type: none"> •Designing and making bird feeders 	<p>ways to stop 'baddies' on the farm</p> <ul style="list-style-type: none"> -Use media and materials in original ways exploring a range of techniques such as texture, form and function -Continue to explore colour mixing primary colours -Talking about how we could improve our work 	<ul style="list-style-type: none"> •Reflect on our work, talk about how we can make improvements. 	
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