

EYFS Reception Curriculum Mapping - Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	All About Me	People Who Help Us	Protecting What's Precious	Fairy Tales	Space	Farm	
Hook / Launch	Puppet's Birthday. Local area walks to shop and library	Visits from Police, dentist, nurse	Seasons walk & Observational Art	Fairytale crime scene. Fairytale hunt.	Cosmodome	Beetle Bank Farm trip.	
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Be able to share their ideas within a small group.</p> <p>Engage in storytimes including fiction, non-fiction and poetry. Join in with repeated refrains.</p> <p>Develop social phrases.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use new vocabulary in different contexts.</p> <p>Work as a group to develop shared sustained thinking.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Form relationships with their peers and adults.</p> <p>Begin to be able to calm themselves when distressed.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>Toothbrushing</p> <p>being a safe pedestrian</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Begin to solve conflicts without adult support.</p> <p>Form good relationships with their peers and familiar adults.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired</p> <ul style="list-style-type: none"> <li>-rolling</li> <li>-crawling</li> <li>-walking</li> <li>-jumping</li> <li>-running</li> <li>-hopping</li> <li>-skipping</li> <li>-Climbing</li> </ul> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> <p>To use a tripod grip when holding a pencil and to form most letters correctly.</p>		<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To confidently form each letter correctly.</p>		<p><b>Negotiate space and obstacles safely, with consideration for themselves and others</b></p> <p><b>Demonstrate strength, balance and coordination when playing</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</b></p> <p><b>Use a range of small tools, including scissors, paint brushes and cutlery</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>	
Literacy	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (CVC)</p> <p>Read a few common exception words matched to the school's phonic programme. (Phase two)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (CVC)</p>	<p>Read individual letters by saying the sounds for them (All of phase two)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (CVC)</p> <p>Read a few common exception words matched to the school's phonic programme. (Phase two)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (CVC)</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (The majority of Phase three)</p> <p>Read a few common exception words matched to the school's phonic programme. (Phase two and phase three)</p> <p>Read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short phrases/captions with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (Phase three)</p> <p>Read a few common exception words matched to the school's phonic programme. (Phase three)</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><b>Say a sound for each letter in the alphabet and at least 10 digraphs;</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending;</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> <p><b>Write recognisable letters, most of which are correctly formed;</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p>	<p><b>Say the corresponding phonemes for all phase two and three graphemes.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending;</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> <p><b>Correctly for each letter.</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p>
Literacy	<p>Owl Babies Bear Hunt Six Dinner Sid Mr Big The Rainbow Fish Kipper's Birthday Mr Gumpy's Outing A great Big Cuddle</p>	<p><i>Mrs Armitage on Wheels</i> Superworm Smartest Giant in Town Detective dog Zog and the flying Doctors Alan and his big scary teeth Super Potato Heroes from around the world People who help us Christmas Poems <i>The Christmas story</i></p>	<p>Snow Tidy Michael Recycle The Fox in the dark <i>Lost and Found</i> First Facts: Seasons Secrets of Winter Tree: Seasons Come, Seasons Go Out and About: A First Book of Poems</p>	<p><i>Jack and the beanstalk</i> <i>The Three Billy goats Gruff</i> <i>Little Red Riding hood</i> <i>Gingerbread man</i> <i>Goldilocks and the 3 bears</i> <i>3 Little Pigs</i> <i>The Gruffalo</i> On the way home Alternative fairy tales Imagine This Rhoal Dhari Fairytale poems</p>	<p>Whatever Next Aliens Love Underpants How to catch a star Super Space My first big book of space My first book of planets The Smeds and the Smoos</p>	<p>The Very Hungry Caterpillar Handa's Surprise <i>Farmer Duck</i> <i>What the ladybird heard</i> What the ladybird heard next First Facts Bugs First Big Book of Bugs Butterflies Farmyard Hullabloo</p>
Mathematics	Please see our maths overview					

<p>Understanding the World</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants;</b></p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p>	<p><b>Talk about the lives of the people around them and their roles in society;</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</b></p>
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<p>Expressive Arts and Design</p>	<p>To be able to join materials together using different resources.</p> <p>Pretend objects are other things within their play and use them for a purpose within their games.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop sustained storylines in their play which they can return to and build upon.</p> <p>To be able to join materials together using different resources and techniques.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Develop sustained storylines in their play which they can return to and build upon.</p> <p>To be able to join materials together using different resources and techniques.</p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher;</b></p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b></p> <p><b>Share their creations, explaining the process they have used;</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher;</b></p> <p><b>Sing a range of well-known nursery rhymes and songs;</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</b></p>	<p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b></p> <p><b>Share their creations, explaining the process they have used;</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher;</b></p> <p><b>Sing a range of well-known nursery rhymes and songs;</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</b></p>
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