

EYFS Curriculum Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Model reading and text discussion.	Rosie's Walk Owl Babies My Teeth	What the Ladybird Heard Elmer Ambulance Crew	Aliens Save the World Handa's Surprise NF: Giraffes	Hare and the Tortoise Giraffes can't dance NF: When Spring Comes	The Rainbow Fish Tiddler Supertato NF: Transition to Y1
English	All About Me We're going on a Bear Hunt Little Red Hen	Diwali Whatever Next Little Red Riding Hood The Nativity	Gingerbread Man Biscuit Bear Chinese New Year	Goldilocks Three Little Pigs	Lifecycle of a chick Jack and the Beanstalk Growing a plant	Three Billy Goats Gruff Oliver's Vegetables Transitions to Y1
Phonics	Sounds Write Units 1-4	Sounds Write Units 4-6	Sounds Write Units 7-9	Sounds Write Units 9-11	Sounds Write Consolidation and Bridging	Sounds Write Consolidation and Bridging
Traditional rhymes and poetry	Incy Wincy Spider Humpty Dumpty	Hickory Dickory Dock Twinkle Twinkle Little Star	Hey, Diddle Diddle Teddy Bear, Teddy Bear	I'm a Little Teapot Baa Baa Black Sheep	Jack and Jill Animal Chatter	The Grand Old Duke of York Dingle, Dangle Scarecrow
Maths	<u>Advantage School Curriculum Map – EYFS Mathematics. September 2023 - 2024</u>					
Understanding the world	All about me	Space	People who help us	Kings and Queens	Growing and changing	Dinosaurs and Extinction
Personal, Social and Emotional development	Our classroom and school rules; how we all help to make our classroom a happy place to learn Recognising feelings	Teamwork and sharing; working together and waiting to take turns	Including everyone; diversity within our school and the wider community	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things myself and helping others. Independence.	Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school?
Physical development - – Discrete PE lessons timetabled in addition to free flow use of outdoor area						
Gross Motor	Body Management Manipulation and Co-ordination	Throwing & Catching Multi Skills	Dance Unit Gymnastics Unit	Striking and Fielding	Football OAA	Athletics Sports day practice
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive arts and design	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Art/Artist: Pissarro's seasons paintings Colour and the seasons. Exploring which colours show us different	Kapow: Junk Modelling Explore and learn about various types of permanent and temporary join.	Kapow: Cooking & Nutrition children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.).	Kapow: Structures (boats) explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with	Kapow: Big Band Learning about the four different groups of musical instruments, following a beat using an untuned

	<p>Kapow: Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p>	<p>seasons. A study of Pissarro's season paintings. Cutting: snowflake design Singing in a group (Christmas Performances)</p>	<p>Kapow: Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p>Singing in a group (spring Performances)</p>	<p>various materials to carry out a series of tests. Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p>	<p>instrument and performing a practised song to a small audience. Kapow: Textiles, bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects.</p>
<p>Communication and Language</p>	<p>Listen to others one on one or in small groups Join in with repeating refrains and anticipating key events and phrases in rhymes and stories Understand use of objects and tools in the classroom Respond to multi-step instructions Retell past events from stories and from own experience in chronological order Follow directions, recognising left and right Show understanding of prepositions such as 'under, on top' Ask questions using what, where, when and why to find out information</p>		<p>Build up vocabulary that reflects knowledge and experience Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of Use increasingly complex sentences to link thoughts Use newly acquired vocabulary to name and describe, and in conversations Apply new vocabulary to explain changes noticed in plants.</p>		<p>Describe a pretend object in play based situations Question to understand why things happen children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences Use talk to explain what is happening and anticipate what might happen next Recall and relive past experiences Retell events in order Respond to comments from peers using full sentences Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>	
<p>Enrichment opportunities (trips, visitors/ special days)</p>		<p>Children in Need Remembrance Day Black history week</p>	<p>People who help us visitors Chicks</p>	<p>World Book week</p>		<p>Herrings Green Farm</p>