

EYFS Curriculum Map

Year: EYFS - Reception and Nursery	Term 1 Autumn Term	Theme: Magical Me/Autumn		
	Teaching	Learning		
Subject	Weeks 1-8	Success Criteria		
<p align="center">Literacy</p> <p align="center">Book:</p> <p>All about me The Something Goldilocks and the three bears Owl Babies Little Red Hen Scarecrows wedding Autumn Harvest Funny Bones Leaf Man</p> <p align="center">Love for reading</p> <p>Harry and the Bucketful of Dinosaurs Each Peach Pear Plum Spinderella Giraffes can't dance How to catch a star</p>	<p>All about me stories and non-fiction books Pencil control Name writing Labelling models Initial sounds Phonics Oral blending Rhyming Story sequencing- Tales Toolkit Home reading books Daily letter formation/handwriting practise Mark making in the sand/foam, magnetic letters Fine motor skill activities such as threading beads, tweezers to pick up objects Modelled line writing: letter from Little Red Hen, label the body, lists of fruit and vegetables, descriptions of leaves. Attempt to form some letters to our names with support on letters to send with the postman. My family tree mark making – can we draw some of our family members.</p>	<p align="center">Writing</p> <p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels,captions</p>	<p align="center">Reading</p> <p>Listens to stories with increasing attention and recall. Looks at books independently. Recognise familiar words and signs such as own name and advertising logos.</p> <p>Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p align="center">Physical development</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p>
<p align="center">Mathematics</p>	<p>Sign along to our numbers/shape/size song. Counting from 1-10 and 1-20. Number recognition 1-5, 1-10 Counting forwards and backwards and saying one more and one less 1-5 Sorting objects into groups: pine cones, people, bears</p>	<p align="center">Number</p> <p>Sometimes matches numeral and quantity correctly. Recites numbers in order to 10. Shows an interest in</p>	<p align="center">Shape, space and measure</p> <p>Shows an interest in shape and space by</p>	

	<p>Number formation/mark making in the sand/glitter</p> <p>Comparing quantities of identical objects: compare bears.</p> <p>Measure our feet by printing them and using cubes to count how big they are.</p> <p>Comparing quantities of non-identical objects</p> <p>Birthdays</p> <p>Time My day</p> <p>Daily ICT games Topmarks</p>	<p>representing numbers.</p> <p>Recognises numerals 1 to 5.</p> <p>Recognise some numerals of personal significance.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</p>	<p>playing with shapes or making arrangements with objects.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	
<p>Knowledge and Understanding of the World</p> <p>Our Bodies</p> <p>Autumn</p>	<p>Talking about family and relationships.</p> <p>Using the ipads. (ICT)</p> <p>Drawing self on interactive whiteboard (ICT)</p> <p>Autumn walk & changes seen in Autumn.</p> <p>Collecting & describing Autumnal objects.</p> <p>Making cookies for story night (look at changes in state)</p> <p>Autumn feely box;exploring and describing.</p> <p>Observing a decaying apple over a fortnight.</p> <p>Building hibernation homes.</p> <p>Looking at each stage of the bread making process & making bread, discussing changes in state.</p> <p>Making apple crumble and pumpkin soup (looking at changes during cooking)</p> <p>Finding out about life on the farm and what harvesting is.</p> <p>Learning about Guy Fawkes and the history behind Bonfire Night.</p>	<p>People and Communities</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk</p>	<p>The World</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things and the environment</p>	<p>Technology</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>

	Visit to the park to look at the signs of Autumn and the local community	about some of the similarities and differences in relation to friends or family.		
Expressive arts and Design	<p>Paint self portraits. Black and white portraits Loose parts faces Leaf pictures. Paper plate hedgehogs Finger painting trees. Collage owls. Lollystick scarecrows Large scarecrow Feely tray with changing materials eg pine cones, sand, lentils etc Jewellery making with cereals eg cheerios. Tissue paper bonfire pictures. Learning new Autumn/Harvest songs and adding instruments. Charanga music Autumn 1 unit "Me" Free choice painting, playdough and workshop available daily. Pattern through a variety of media</p>	<p>Exploring and using media and materials Uses various construction materials. Realises tools can be used for a purpose</p>	<p>Being Imaginative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	
Personal, Social and Emotional Development	<p>Trying all the continuous provision activities in each room & outside and "having a go". Learning the rules and routines in Reception including lunchtime, playtime, room changes, assemblies etc. Listening and following directions. Confidence building activities. Circle time on how our actions affect others. Taking turns with the resources in all the rooms. Learning to get on with all their new classmates and resolving conflicts. Following rules for Autumn walk near the pond. Bread tasting and saying which they like & dislike.</p>	<p>Making Relationships Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates play, offering cues to peers to join them.</p>	<p>Self-Confidence and Self Awareness Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and</p>	<p>Managing Feelings and Behaviour Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of own feelings, and knows that some actions</p>

	Circle time about friendships I am special because...		community. Can describe self in positive terms and talk about abilities.	and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
Communication and Language	Talking about self, family and home life. Learning to speak out in a group Class Dojo Interacting with new friends at school. Circle time activities (PHSE link). Understanding and following instructions. Listening to a variety of Autumn based stories & non fiction books with Autumn facts. Following rules and instructions in PE. Answering questions about what they have learnt about Our bodies, Autumn and Harvest. Learning new vocab related to Autumn eg "hibernation". Our body parts eg elbow, forehead	Listening and Attention Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understanding Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.	Speaking Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.
Physical Development	In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute. PE Rules and learning how to get ourselves changed independently. Toilet use and hand washing. Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc. Follow the Early Years Scheme of work for	Moving and Handling Draws lines and circles using gross motor movements. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can copy some letters, e.g. letters from their name	Health and Self-Care Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	

	Lancashire			
Characteristics of Effective Learning				
Playing and Exploring	<p>Finding out and exploring the setting both indoors and outdoors</p> <p>Exploring the autumnal objects</p> <p>Exploring our bodies using our senses</p> <p>Joining in with Continuous provision activities.</p> <p>Visit the park and look at the signs of Autumn</p>	<p>Showing curiosity about objects, events and people</p> <p>Using senses to explore the world around them</p> <p>Engaging in open-ended activities</p> <p>Showing particular interests.</p>		
Active Learning	Being involved and concentrating	<p>Maintaining focus on their activity for a period of time</p> <p>Showing high levels of energy, fascination</p>		
Creating & Thinking Critically	Having their own ideas	<p>Finding new ways to do things</p> <p>Thinking of ideas</p>		
Online Safety	Rules and responsibilities for using the computers and other hardware and software	Talk about why it is important to use computers safely		
RE	<p>Talk about self and personality traits and emotions. Where do we belong? Discussion on the community. Importance of family/friends and what we do together.</p> <p>How is Harvest celebrated?</p>	Lancashire SACRE		