

EYFS Curriculum Map

Year : EYFS - Nursery and Reception	Autumn Term 2	Theme: Celebrations and Festivals			
	Teaching		Learning		
Subject	Weeks 1-7		Success Criteria		
<p align="center">Literacy</p> <p>Book:</p> <p>Funny Bones Halloween Guy Fawkes Bonfire Night Diwali Remembrance Day Children in Need Anti Bullying Week Road Safety Week Christmas Peppa's Pumpkin Party Sparks in the Sky (Twinkl Story) Elf Chase Dear Santa The Snowman The Jolly Christmas Postman</p> <p align="center">Love for reading</p> <p>Lost and Found Owl Babies Lighthouse Keeper</p>	<p>Celebrations and light 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: letters to Santa, making a list for a picnic, thank you letters to the service men and women, description of fireworks Mark making – Form the letters to our names on our fireworks, spider writing our letter of the week, cards to our families over Christmas,</p>		<p align="center">Writing</p> <p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words. Hears and says final sound in words. Writes own name and other things such as labels,captions.</p> <p>Beginning to write simple words. Recognises and writes phase 2 tricky words.</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. Beginning to segment to spell CVC words. Beginning to recognise phase 2 tricky words in sentences.</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>Beginning to form recognisable letters.</p> <p>Beginning to hold pencil between thumb and first finger.</p>
<p align="center">Mathematics</p>	<p>Number recognition 1-5, 1-10 and some beyond. Counting forwards and backwards and saying</p>		<p align="center">Number</p> <p>Sometimes matches</p>	<p align="center">Shape, space and measure</p>	

	<p>one more and one less 1-5, 1-10</p> <p>Sorting objects into groups: pine cones, people, bears</p> <p>Number formation/mark making in the sand/glitter</p> <p>Comparing quantities of identical objects: compare bears</p> <p>Comparing quantities of non-identical objects</p> <p>Beginning to add by counting all</p> <p>Time My day</p> <p>Daily ICT games Topmarks</p> <p>Shape rockets – children to use the shapes to create a firework rocket – talk about the shapes.</p> <p>Snowman size order activity.</p> <p>Christmas baubles counting.</p> <p>Witches face – create the face using shapes.</p>	<p>numeral and quantity correctly.</p> <p>Recites numbers in order to 10 and some beyond.</p> <p>Shows an interest in representing numbers.</p> <p>Recognises numerals 1 to 5, then 1-10</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>Shows an interest in shape and space by 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>Talking about different faiths and how they celebrate - Diwali</p> <p>Life Cycle of a pumpkin</p> <p>What is inside a pumpkin?</p> <p>All about Spiders</p> <p>Using the ipads. (ICT)</p> <p>Exploring colour on interactive whiteboard (ICT)</p> <p>Autumn walk & changes seen in Autumn.</p> <p>Making cookies for story night (look at changes in state)</p> <p>Observing a decaying apple over a fortnight.</p> <p>Making apple crumble and pumpkin soup (looking at changes during cooking)</p> <p>Learning about Guy Fawkes and the history behind Bonfire Night.</p> <p>Learning the meaning of the poppy</p> <p>Visit to the park to look at the signs of Autumn</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</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>

	and the local community	things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.		
Expressive arts and Design	Making skeletons using straws Spatter painting bonfire night pictures Broomstick Junk Models Jewellery making with cereals eg cheerios. Tissue paper bonfire pictures. Monster Blow Painting Making Potions 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	Exploring and using media and materials Uses various construction materials. Realises tools can be used for a purpose	Being Imaginative Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	
Personal, Social and Emotional Development	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. Circle time about friendships I am special because... Beginning to manage own feelings - The Colour Monster	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.	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 community. Can describe self in positive terms and	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 and words can hurt others' feelings. Can usually tolerate delay when needs

	Beginning to recognise different emotions		talk about abilities.	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. Following rules and instructions in PE. Answering questions about what they have learnt about Skeletons, Diwali, Remembrance Day, feelings etc Learning new vocab related to Celebrations	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 Lancashire	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.	
Characteristics of Effective Learning				
Playing and Exploring	Finding out and exploring the setting both	Showing curiosity about objects, events and people		

	indoors and outdoors Exploring the autumnal objects Exploring our bodies using our senses Joining in with Continuous provision activities. Visit the park and look at the signs of Autumn	Using senses to explore the world around them Engaging in open-ended activities Showing particular interests.
Active Learning	Being involved and concentrating	Maintaining focus on their activity for a period of time Showing high levels of energy, fascination
Creating & Thinking Critically	Having their own ideas	Finding new ways to do things Thinking of ideas
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	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. Finding out about how people celebrate special times, Halloween, Diwali, Remembrance Day and Christmas	Lancashire SACRE