

## EYFS Curriculum Map – Year Reception

In the EYFS Classes we plan a curriculum based on children's development, predictable interests, needs and their own interests. Through careful observation of the children we are able to find out their interests and what motivates them, and promotes their engagement. We also look at world around us and how it is changing, and we follow current national and international events such as sporting events, Royal events and festivals.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Value</b>	<b>Co-operation</b>	<b>Courage</b>	<b>Honesty</b>	<b>Perseverance</b>	<b>Respect</b>	<b>Kindness</b>
<b>Core Text</b>	Fiction: Owl Babies by Martin Waddell	Poetry: Nursery Rhymes	Fiction: Goldilocks and the Three Bears	Non-Fiction: I like the Rain by Sarah Nelson	Fiction: (Drama) Shakespeare	Non-Fiction: The Very Hungry Caterpillar By Eric Carle
<b>Communication and Language</b> Listening, Attention and Understanding Speaking	Rhyming songs and games Following simple instructions and routines Communicating with others (Total Communication Approach)	Nursery rhymes and action songs Following simple instructions and routines Making choices and requesting (Total Communication Approach)	Attention Bucket To express opinions (Total Communication Approach)	Attention Bucket Listening to stories To express opinions (Total Communication Approach)	Attention Bucket Listening to stories and poems Making Choices and requesting (Total Communication Approach)	Attention Bucket Listening while an adult reads a range of books Making Choices and requesting (Total Communication Approach)
<b>Physical Development</b> Gross Motor Skills Fine Motor Skills	Safe use of equipment outside Exploring new resources Action Songs Funky Fingers	Safe use of equipment outside Exploring resources Action Songs Funky Fingers	Balancing Developing use of simple tools	Parachute and circle games Developing use of simple tools	Team Work – Preparing for Sports Day Soft Play Cutting and Tearing skills	Multi-Skills Cutting and Tearing skills
<b>Personal, Social and Emotional Development</b> Self-Regulation Managing Self Building Relationships	Learning new routines Settling in Sensory Circuits Lunch Time Routines Cutlery Skills Developing relationships with key adults Recognising family	Following routines Recognising Self and Others Sensory Circuits Handwashing and toileting routine Dressing and undressing Cutlery Skills	Beginning to recognise own emotions Sensory Circuits Handwashing and toileting routine Dressing and undressing Cutlery Skills Sharing spaces	Communicating about emotions Sensory Circuits Handwashing and toileting routine Face washing Teeth cleaning Cutlery Skills Sharing spaces	Communicating about emotions Sensory Circuits Handwashing and toileting routine Face washing Teeth cleaning Cutlery Skills Turn taking skills Playing with others	Recognising emotions in others Moving On Sensory Circuits Handwashing and toileting routine Teeth cleaning Cutlery Skills Staying safe in the sun

		Developing relationships with key adults	Widening relationships with other key adults and peers Playing alongside others	Widening relationships with other key adults and peers Playing alongside others		Playing with others Turn taking skills
<b>Literacy</b> Comprehension Word Reading Writing	Book Share Shared Reading Environmental Sounds Mark Making in sensory media	Book Share Shared Reading Environmental and Instrumental Sounds Mark Making in sensory media	Book Share Shared Reading Environmental Print Body Percussion Mark Making in sensory media	Book Share Shared Reading Environmental Print Rhythm and Rhyme Mark Making in sensory media	Book Share Shared Reading Reading names Alliteration Mark Making/ Name tracing Creating sentences with symbols	Book Share Shared Reading Reading names Voice Sounds Mark Making/ Name tracing Creating sentences with symbols
<b>Mathematics</b> Number Numerical Patterns	Number Songs and Games Exploring Maths resources	Number songs and games 1:1 Correspondence Patterns - including animal patterns, zig zags blobs etc	1:1 Correspondence Matching and Sorting 3D shapes	Number Recognition Cardinality 2D Shapes	1 More/ 1 Less Comparisons Sequencing number	Combing two groups Sequencing Comparing quantities
<b>Understanding the World</b> Past and Present People and Communities The Natural World	Transition between home and school Becoming familiar with classroom environment Developing relationships with key group Exploring the outside area	Same and Different Becoming familiar with school environment Diwali, Bonfire Night, Remembrance Sunday, Christmas Seasons	Sequencing Events Celebrations Pancake Day Forest Fun	Transport Celebrations Easter Textures	Growing and Changing Special People Animals	Moving On Supporting Transitions Mini-Beasts
<b>Expressive Arts and Design</b> Creating with Materials Being Imaginative and Expressive	Introduction to art area Daily singing Introduction to Home area	Colours Daily singing Dressing up clothes Home area	Modelling Malleable Materials Daily singing Home area Goldilocks	Printing Daily singing Home area – garden centre	Collage and Texture Daily singing Role Play - Shakespeare	Colour Mixing Daily singing Role Play – woodland minibeasts

CROSS CURRICULAR – SOLA, LOTC & LOCAL VISITS

<b>Parent Sessions</b>	Tears and Coffees on first day of school  New start Stay and Play	Stay and Play  Nativity/Christmas	Toilet Training Workshop  Stay and Play Chinese New Year	Teeth Cleaning Workshop  Wellie Walk/Spring	Stay and Play Family Food Fun	Stay and Play Sports Day/Physical Development
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