

EYFS Curriculum Map (2018-2019) (Subject to change)

See enhanced provision planning, focused planning, RWI planning, maths planning, P.E and music planning for more detail and activities.

Term	Weekly Focus	Book Focus and additional books	Objective Focus	Special moments
Aut 1 Nursery	<ol style="list-style-type: none"> 1. Home visits 2. Incy Wincey Spider 3. Goldilocks 4. Goldilocks 5. Brown Bear, Brown Bear, what do you see (colours) 6. Hickory, Dickory Dock 7. Ten in a bed 8. Peace at last 	<p>Goldilocks and the three bears Tales from Acorn Wood: Colours Brown bear, brown bear, what do you see The blue Balloon</p>	<p>Listens to stories with increasing attention and recall. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Imitates drawing simple shapes such as circles and lines. Shows understanding and cooperates with some boundaries and routines. Listens to a story attentively. Uses some number names and number language spontaneously. Has a sense of own immediate family and relations. Joins in singing favourite songs.</p>	<p>School Visits Come and see morning Pottery with Jon William Visit from fire service Visit from vet Stick insects</p>
Aut 1 Reception	<ol style="list-style-type: none"> 1. Ourselves 2. Ourselves 3. The Magic Porridge pot 4. The Magic Porridge pot 5. Stickman 6. Stickman 7. People that help us 8. People that help us 	<p>Little princess I don't want to go to school. Harry and the dinosaurs go to school The Magic Porridge pot Stickman Information books Owl Babies</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Describes main story settings, events and principal characters. Recites numbers in order to 10. Remembers and talks about significant events in their own experience. Sings a few familiar songs.</p>	<p>Come and see afternoon Pottery with Jon William Visit from the fire service. Visit from vet Stick insects Harvest Festival</p>
Aut 2 Nursery	<ol style="list-style-type: none"> 1. Diwali and Bonfire night 2. Red leaf, yellow leaf 3. The Gingerbread Man 4. The Gingerbread Man 5. Number 6. Christmas 7. Christmas 	<p>The gingerbread man Hippo in a hat Red leaf, yellow leaf</p>	<p>Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> Draws lines and circles using gross motor movements. Moves freely and with pleasure and confidence in a range of ways. Mostly able to separate from main carer without support. Distinguishes between the different marks they make in drawing and writing. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Enjoys playing with small-world models such as a farm, a garage, or a train track. Beginning to make-believe by pretending.</p>	<p>Christmas Production Celebrating Diwali day</p>
Aut 2 Reception	<ol style="list-style-type: none"> 1. Diwali and bonfire night 2. Owl Babies 3. Owl Babies 4. Elves and the Shoemaker 5. Elves and the Shoemaker 6. Christmas 7. Christmas 	<p>Owl Babies Elves and the Shoemaker The Snowman Night monkey Day monkey Can't you sleep Little Bear</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Is more outgoing towards unfamiliar people and more confident in new social situations. Sometimes gives meaning to marks as they draw and paint. Recognises numerals 1 to 5. Selects a particular named shape. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Christmas Production ICT day Carol Service Celebrating Diwali day</p>

EYFS Curriculum Map (2018-2019) (Subject to change)

See enhanced provision planning, focused planning, RWI planning, maths planning, P.E and music planning for more detail and activities.

Term	Weekly Focus	Book Focus and additional books	Objective Focus	Special moments
Spr 1 Nursery	<ol style="list-style-type: none"> 1. We are going on a bear hunt 2. We are going on a bear hunt 3. Three billy goats gruff 4. Three billy goats gruff 5. Dragon Dance 6. Zog 	<p>Fireworks and crackers The runaway wok The troll</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Can retell a simple past event in the correct order. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Dresses with help. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Looks at books independently. Recites numbers in order to ten. Shows an interest in the lives of people who are familiar to them. Imitates movement in response to music.</p>	Sutton Park Chinese new year day
Spr 1 Reception	<ol style="list-style-type: none"> 1. Biscuit bear 2. Biscuit bear 3. The enormous turnip 4. The enormous turnip 5 The runaway wok 6. The magic paintbrush 	<p>The gingerbread man Fireworks and crackers Dragon Dance The enormous potato Zog</p>	<p>Links statements and sticks to a main theme. Uses simple tools to effect changes to materials. Understands that own actions affect other people. Begins to form recognisable letters. Hears and says the initial sounds in words. Counts objects to 10 and beginning to count beyond 10. Uses everyday language related to time. Talks about why things happen and how things work. Explores the different sounds instruments make.</p>	Chinese new year day Cannock Chase
Spr 2 Nursery	<ol style="list-style-type: none"> 1. Teddy bear's picnic 2. Book week- The runaway pancake 3. Little Red Riding Hood 4. Little Red Riding Hood 5. Dinosaurs 6. Dinosaurs 7. Easter story 	<p>Where's my teddy Mr wolf's pancakes Harry and the bucketful of dinosaurs Dinosaurs love underpants Mad about dinosaurs Bumpus, jumpus, dinosaurumpus! Chicken licken</p>	<p>Beginning to understand how and why questions. Uses one handed tools and equipment. Beginning to use more complex sentences to link thoughts. Keeps play going by responding to what others are saying or doing. Suggest how a story might end. Ascribes meaning to marks they see in different places Uses positional language. Knows that numbers identify how many objects are in a set. Knows how to operate simple equipment. Enjoys joining in with dancing and ring games.</p>	Book week- Dress up as a character Library visit Bring teddy bear to school for a picnic
Spr 2 Reception	<ol style="list-style-type: none"> 1. Tiger who came to tea 2. Book week- Mr wolf's pancakes 3. Little Red Hen 4. Little Red Hen 5. Dinosaurs 6. Dinosaurs 7. Easter story 	<p>The runaway pancake Rosie's walk Harry and the bucketful of dinosaurs Dinosaurs love underpants Information books Mad about dinosaurs Tyrannosaurus drip Bumpus, jumpus, dinosaurumpus! Chicken licken</p>	<p>Responds to instructions involving a two part sequence. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Handles tools, objects, construction and malleable materials safety and with increasing control. Beginning to negotiate and solve problems without aggression. Can segment the sounds in simple words and blend them together. Finds the total number of items in two groups by counting them all together. Measures short periods of time in simple ways. Completes a simple program on the computer. Constructs with a purpose in mind, using a variety of resources.</p>	Book week- Dress up as a character Easter Service at Church Library visit

EYFS Curriculum Map (2018-2019) (Subject to change)

See enhanced provision planning, focused planning, RWI planning, maths planning, P.E and music planning for more detail and activities.

Term	Weekly Focus	Book Focus and additional books	Objective Focus	Special moments
Sum 1 Nursery	<ol style="list-style-type: none"> 1. Three little pigs 2. Three little pigs 3. What the ladybird heard 4. What the ladybird heard 5. Jasper's beanstalk 6. Jasper's beanstalk 	Smartest giant in town What the ladybird heard next Jack and the beanstalk The three little wolves and the big bad pig	Builds up vocabulary that reflects the breadth of their experiences. Can copy some letters from their name Confident to talk to other children when playing, and will communicate freely about their own home and community. Can copy some letters from their name. Sometimes matches numeral and quantity correctly. Can talk about some of the things they have observed. Begins to build a repertoire of songs and dances.	Sheep wash farm Real ladybirds Grow beans
Sum 1 Reception	<ol style="list-style-type: none"> 1. Suddenly! 2. Suddenly! 3. The bad tempered ladybird 4. The bad tempered ladybird 5. Jack and the beanstalk 6. Jack and the beanstalk 	Jim and the beanstalk Three little pigs Smartest giant in town The three little wolves and the big bad pig	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Two-channelled attention- can listen and do for short span. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Confident to speak to others about own needs, wants, interests and opinions. Explains own knowledge and understanding and asks appropriate questions of others. Begins to read simple words and sentences. Attempts to write short sentences in meaningful contexts. In practical activities and discussion, beginning to use vocabulary involved adding and subtracting. Looks closely at similarities and differences in the environment. Plays cooperatively as part of a group to develop and act out a narrative.	Real ladybirds Grow beans
Sum 2 Nursery	<ol style="list-style-type: none"> 1. Wheels on the bus 2. The naughty bus 3. The lonely giraffe 4. Noah's ark 5. Rosie's holiday 6. Rosie's holiday 7. Transition 	The train ride Rumble through the jungle Dear zoo The bears who went to the seaside	Uses language to imagine and recreate roles and experiences in play situations. Experiments with different ways of moving. Usually dry and clean during the day. Maintains attention, concentrates and sits quietly during appropriate activity. Aware of boundaries set and of behavioural expectations of the setting. Give meaning to marks they make as they draw, write and paint. Counts up to three or four objects by saying one number name for each item. Completes a simple program on the computer. Developing an understanding and growth, decay and changes over time. Create simple representations of events, people and objects.	Picking strawberries Transition
Sum 2 Reception	<ol style="list-style-type: none"> 1. Rumpelstiltskin 2. You can't take an elephant on a bus 3. Giraffes can't dance 4. Noah's ark 5. Rainbow fish 6. Rainbow fish 7. Transition 	Elmer Rumble through the jungle The large family The bunged up trunk Tiddler	Early Learning Goals and where appropriate exceeding goals.	zoo trip Transition

EYFS Curriculum Map (2018-2019) (Subject to change)

See enhanced provision planning, focused planning, RWI planning, maths planning, P.E and music planning for more detail and activities.