

St Bartholomew's C of E Primary
EYFS (Reception) Curriculum Map 2022-2023

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | St Bartholomew's Curriculum Intent |
|---|---|--|--|---|--|--|---|
| Themes/Interests/ Lines of Enquiry | Who is important to me in my family? (Our home) | What do we need to keep us dry? (Weather and weather patterns) | Where is our home? (Village, Spalding, Local links) | What would we find in the woods today? (Weather) | How could I travel to school everyday? (Journeys) | What would I see in London today? | At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. |
| Possible texts | Elmer Beegu The Scarecrow's Wedding The Three bears Traditional Tales Families, Families, Families Everyone is Welcome Here Little Red Hen Handa's Surprise Charlie the Firefighter Non-fiction texts – police, firemen, nurses, dentists etc Traditional Tales Elmer the Elephant (PSED) Colour Monster (Emotions) Funnybones Supertato | The Jolly Christmas Postman, Mog's Christmas One Winters night The Snowman The Storm Non fiction books about weather | Six Dinner Sid A New House for Smudge This is our house Funnybones Non-fiction books about houses | Little Red Riding Hood Traditional Tales Where the wild things are Non-fiction books about lifecycles | The Train Ride Who sank the boat Mr Grumpys outing Mr Grumpys motorcar Katie in London Oi Get Off our train Mrs Armitage on Wheels The Journey Non-fiction books about transport | Katie in London The Queens Hat The Queens Knickers Paddington The Tower Bridge Cat Non fiction books about London | Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love. |
| Communication and Language | <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Engage in story times - Join in with repeated refrains - Understand how and when to move between areas of the classroom / school <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: 3 Bears Cottage</p> | <ul style="list-style-type: none"> - Ask questions to find out more and to check they understand what has been said to them - Develop social phrases - Engage in story times - Answer simple questions about a story (retrieval) <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Christmas Grotto/Toy shop</p> | <ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Spar shop</p> | <ul style="list-style-type: none"> - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen - Answer more detailed questions about a book <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Red Riding Hood cottage in the woods</p> | <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding - Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Garage/Car/Bike shop</p> | <ul style="list-style-type: none"> - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Use new vocabulary in different contexts <p>Indoor role play – home corner enhanced throughout the year</p> <p>Outdoor roleplay: Buckingham palace</p> | <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| <p>Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs</p> | | | | | | | |

St Bartholomew's C of E Primary

EYFS (Reception) Curriculum Map 2022-2023

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| <p style="text-align: center;">Personal, Social and Emotional Development</p> | <ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others - Express their own feelings using basic vocabulary and colours - Show and understand the rules of the setting <p>Autumn 1 - Beginning and belonging. How can I help my school be a safe, happy place?</p> <p>Autumn 2 - My emotions. How do my feelings affect others?</p> | <ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally - Work towards their own simple goals - Form turn-taking and compromise behaviours - Understand staying warm and safe <p>Spring 1 – Diversity and communities. Do all boys and girls like the same things?</p> <p>Spring 2 - My body and growing up. What can my amazing body do?</p> | <ul style="list-style-type: none"> - Think about the perspectives of others - Manage their own needs - Talk about bodily changes - To talk about my rights and also my responsibilities <p>Summer 1 – Growing and changing. Why do I grow?</p> <p>Summer 2 - Rights and responsibilities. How do rules help us?</p> | <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. | | | |
| | <p><i>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p> | | | | | | |
| <p style="text-align: center;">Physical Development</p> | <ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene - Begin to develop comfortable pencil grip - Make meaningful marks and controls pencil mostly successfully - Use scissors safely - Simply manipulate malleable materials - Introduce fundamental skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Jump off small objects safely <p>PE Scheme Swimming Gym: Jumping Jack</p> | <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Develop pincer grip, build strength in finger movements - Develop use of cutlery, making simple recipes (buttering bread etc) - Form some letters correctly using appropriate pencil grip - Develop different movements - Jump off small objects safely <p>PE Scheme Fundamentals 1 Gym – Rock and Roll</p> | <ul style="list-style-type: none"> - Combine different movements with ease and fluency - Develop ball skills eg throwing, catching, kicking, passing, batting, and aiming - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. - Make different shapes with malleable materials <p>PE Scheme Dance – Move Words Yoga (bought in)</p> | <ul style="list-style-type: none"> - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing <p>PE Scheme Fundamentals 2 Dance - Weather</p> | <ul style="list-style-type: none"> - Develop the foundations of a handwriting style which is fast, accurate and efficient - Use malleable materials to create more detailed sculptures - Building bridges and structures with specific purposes, solving problems using physical construction - Show confidence with getting in and out of the swimming pool - To know how to be safe in the pool <p>PE Scheme Athletics Swimming</p> | <ul style="list-style-type: none"> - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball - Articulate the importance of a healthy lifestyle - Take part in sports day - Confidently swim in the pool and take part in a range of games - To know how to be safe in the pool <p>PE Scheme Athletics Swimming</p> | <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. |

St Bartholomew's C of E Primary

EYFS (Reception) Curriculum Map 2022-2023

| | | | | | | | |
|---|---|---|--|---|--|---|---|
| | <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> | | | | | | |
| <p style="text-align: center;">Literacy/Phonics</p> | <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Blend RWI set 1 sounds (CVC words) - Recognise own name from a list/selection - Make meaningful marks to represent their ideas | <ul style="list-style-type: none"> - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences, using all set 1 sounds - Segment some set 1 words to spell - Use a pencil to write own name - Copy words from a word mat to write simple labels | <ul style="list-style-type: none"> - Read some letter groups that each represent one sound and say sounds for them - Read a few common exception words matched to RWI - Segment CVC words and some CVCC words to spell - Write simple captions and labels - Match lower case and capital letters | <ul style="list-style-type: none"> - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment | <ul style="list-style-type: none"> - Form all lower-case and capital letters correctly - Spell a wide range of words by identifying the sounds and then writing the sound with letter/s | <ul style="list-style-type: none"> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense | <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. |
| <p style="text-align: center;">Mathematics</p> | <p><u>Unit: Getting to know you</u> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day and class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><u>Unit: Just Like Me</u> <u>Number</u> Match and sort Compare amounts <u>Measure, Shape and Spatial Thinking</u> Compare size, mass and capacity Exploring pattern</p> | <p><u>Unit: It's Me 1, 2, 3</u> <u>Number</u> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 <u>Measure, Shape and Spatial Thinking</u> Circles and triangles Positional language</p> <p><u>Unit: Light and Dark</u> <u>Number</u> Representing numbers to 5 One more and one less <u>Measure, Shape and Spatial Thinking</u> Shapes with 4 sides Time</p> | <p><u>Unit: Alive in 5</u> <u>Number</u> Introducing zero Comparing numbers to 5 Composition of 4 and 5 <u>Measure, Shape and Spatial Thinking</u> Compare mass Compare capacity</p> <p><u>Unit: Growing 6, 7, 8</u> <u>Number</u> 6, 7, 8 Making pairs Combining 2 groups <u>Measure, Shape and Spatial Thinking</u> Length and height Time</p> | <p><u>Unit: Building 9 and 10</u> <u>Number</u> 9 and 10 Comparing numbers to 10 Bonds to 10 <u>Measure, Shape and Spatial Thinking</u> 3d shape Pattern</p> <p><u>Unit: Consolidation</u></p> | <p><u>Unit: To 20 and Beyond</u> <u>Number</u> Building numbers beyond 10 Counting patterns beyond 10 <u>Spatial Reasoning</u> Spatial reasoning Match, rotate, manipulate</p> <p><u>Unit: First, Then, Now</u> <u>Number</u> Adding more Taking away <u>Spatial Reasoning</u> Spatial reasoning Compose and decompose</p> | <p><u>Unit: Find my Pattern</u> <u>Number</u> Doubling Sharing and grouping Even and odd <u>Spatial Reasoning</u> Spatial reasoning Visualise and build</p> <p><u>Unit: On the Move</u> <u>Number</u> Deepening understanding Patterns and relationships <u>Spatial Reasoning</u> Spatial reasoning Mapping</p> | <p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| <p>Days of the week, Months of the Year Rote Counting Subitising Number Bonds to 5 and 10</p> | | | | | | | |

St Bartholomew's C of E Primary

EYFS (Reception) Curriculum Map 2022-2023

| | | | | | | | |
|--------------------------------|--|--|---|--|--|--|--|
| Understanding the World | <ul style="list-style-type: none"> - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Research into the past - Make a simple timeline of key life events - Jobs in the past and present - The local community - Draw information from a simple map (school map) - Explore the natural world around them - Importance of a healthy lifestyle, diet, exercise - Human growth, stages of life, sequence events. What can I do now? Why couldn't I do this as a baby? - Parts of the body, our senses - Talk about different weathers - Light and dark, day and night - Name a variety of animals/birds etc - To know carnivores, herbivores and omnivores - Know where we live is part of a much wider world - Online safety <p>Scientific enquiry: Animals Including humans</p> <p>Identify and name a variety of common animals such as birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Throughout the year: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p>RE - UC 1.1 Core – God</p> <p>What do Christians believe God is like?</p> | <ul style="list-style-type: none"> - Explore the natural world around them - Talk about different weathers - Compare weather/climate around the world - Properties of materials - which material for which job? What recycles? Why is it important? Link to school bins - Online safety - Technology at home <p>Scientific enquiry: Everyday Materials</p> <p>Describe the simple physical properties of a variety of everyday materials (keeping warm)</p> <p>Throughout the year: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p>RE - UC 1.3 Core – Incarnation</p> <p>Why does Christmas matter to Christians (Digging deeper)</p> | <ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live - Explore local locations - Compare villages to towns - Online safety - Technology in school - Animal habitats, which parts of the world do they live? - Animal habitats - To know carnivores, herbivores and omnivores - Name a variety of animals/birds etc and sort animals into groups <p>Scientific enquiry: Animal including humans Identify and name a variety of animals including fish, amphibians, reptiles, birds, and mammals that are carnivores, herbivores and omnivores</p> <p>RE - LAS KS1 Compulsory Unit - Community Islam</p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims?</p> | <ul style="list-style-type: none"> - Compare and contrast characters from books, including figures from the past - Little red riding hood - Bourne woods – local woods - Recognise that people have different beliefs and celebrate special times in different ways - Importance of a healthy lifestyle, diet, exercise - To identify, name and draw about the senses - Online safety - Technology in school <p>Scientific enquiry: Animals including humans Identify, name, draw and label parts of the body associated with each sense</p> <p>RE - LAS KS1 Compulsory Unit - Community Islam</p> <p>What do Muslims do to express their beliefs? Which celebrations are important to Muslims?</p> | <ul style="list-style-type: none"> - Understand that some items are special to members of their community - Explore the natural world around them - Draw information from a simple map - Modes of transport - Past transport to present - Significant individuals - Robert Stephenson - Stephenson's rocket train - Isambard Kingdom Brunel and his bridges for transport - Henry Ford - Robert Stevenson (1772-1850), Civil engineer and designer of the notable string of Scottish lighthouses including the Bell Rock - How do plants grow? - Caring for plants - Identify different types of plants and trees - Identify different parts of plants and trees - Local community - Online safety - Technology in school <p>Scientific enquiry: Plants Identify and describe the basic structures of a variety of common flowering plants, including trees Identify and name the roots, trunk, branch and leaves of a tree</p> <p>RE - LAS EYFS Unit: Our Beautiful World</p> <p>(Introduce stories about creation and some beliefs about the natural world eg the duty to care for the environment)</p> | <ul style="list-style-type: none"> - Understand that some places are special to members of their community - Comment on images of familiar situations in the past – link to Jubilee celebrations in school - Famous landmarks – (London) - Royal family - Online safety - Programmable toys <p>Scientific enquiry: Working scientifically – carry out a range of investigations across topics</p> <p>RE - UC Core – Creation</p> <p>F1 Why is the word God so important to Christians?</p> | <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| | <p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside Weather and climate</p> | | | | | | |

St Bartholomew's C of E Primary
EYFS (Reception) Curriculum Map 2022-2023

| | | | | | | | |
|-----------------------------------|--|--|--|---|--|--|---|
| Expressive Arts and Design | <ul style="list-style-type: none"> - Develop storylines in their pretend play - Use construction materials creatively - Naming colours - Using colour to represent feelings - Painting using body parts - Artist focus: Kandinsky (shapes – circles, triangles) - DT – Free standing structures | <ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play - Explore rubbing to create textures - Art – Weather patterns - Seasonal Art – create calendar for Christmas - School nativity | <ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Research into healthy lifestyles and dishes - Research where food comes from - Research into Chinese New Year - DT – Prepare and cook a Chinese Stir Fry | <ul style="list-style-type: none"> - Create collaboratively sharing ideas, resources, and skills - Painting in detail - Explore textures - Art – painting William Curtis – pressing flowers and create a botanical notebook | <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses - DT – Journeys, wheels and axels - To learn about modes of transport - To explore mechanisms | <ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses - To explore clay and sculpture - To create a father's day coaster | <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |
| | <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Recognise different artists work in different ways and make work in their style</p> | | | | | | |