

St Bartholomew's CE Primary School

EYFS (Reception) Curriculum Map 2023-2024

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Themes/Interests/ Lines of Enquiry	What's so special about me? All about me, my school, my community, my family, my village Autumn Harvest Festival	How have toys changed over time? Autumn Halloween Bonfire Night Diwali Christmas/Father Christmas story	Who was the first person to fly?	What can we learn from women in the past? Pancake Day Easter Planting/Gardening/Spring New beginnings, life cycles	What animals live in our local river?	Why do we go to the seaside?	
Possible texts	Elmer Beegu The Scarecrow's Wedding 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	Lost in the toy museum Toys in Space Old Bear Stick Man Rama and Sita The Jolly Christmas Postman, Mog's Christmas Excitable Edgar Non-fiction texts	Man on the Moon Whatever next I am Amelia Earhart Non-fiction books	A picture book of Florence nightingale Fantastically great women who changed the world Fantastically great women, who worked wonders Non-fiction books Life cycle non-fiction	Aaaagh Spider Bustle in the Bushes Mad about minibeasts Non-fiction books	Gracie the Lighthouse Cat The Lighthouse keepers' lunch What the ladybird heard Life cycle non-fiction Rainbow Fish The Snail and the Whale Commotion in the Ocean Pirates love underpants Non-fiction books	
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 Indoor role play – home corner enhanced throughout the year Outdoor roleplay: Library 						<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 style="text-align: center;">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>						Early Learning Goals

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Personal, Social and Emotional Development	<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. Do I understand simple ways to help my school feel like a safe, happy place? RR</p> <p>Autumn 2 - Family and Friends. What is a friend?</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 – Personal safety. How do I keep myself safe?</p> <p>Spring 2 - Managing Change. What are changes and why do they happen?</p>		<ul style="list-style-type: none">- Think about the perspectives of others- Manage their own needs <p>Summer 1 – Drug education (Keeping safe). What are medicines and why and when do some people use them? (DAT)</p> <p>Summer 2 - Healthy lifestyles. How do I stay healthy?</p>		<p>ELG: Self-Regulation</p> <p>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</p> <p>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</p> <p>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.
	These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Physical Development	<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- Jump off small objects safely- Show a range of movements- Combine different movements- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group- Begin to enter and exit the pool safely and build	<ul style="list-style-type: none">- Learn fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing- Develop ball skills- Show a range of different movements- 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 <p>PE Scheme</p> <p>Games: Fundamentals 1</p> <p>Dance: On Parade</p>	<ul style="list-style-type: none">- Combine different movements with ease and fluency- Move and perform in time to music- 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</p> <p>Dance</p> <p>Yoga (TBC)</p>	<ul style="list-style-type: none">- Develop fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming and show confidence when using these skills- Jump off large and small objects safely- Show a range of different movements and combine them to create a sequence <p>PE Scheme</p> <p>Fundamentals 2</p> <p>Gym: Move</p>	<ul style="list-style-type: none">- Engage in games and follow rules to play games- 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- Show confidence with moving in water- Put their face in water and get fully wet <p>PE Scheme</p> <p>Athletics</p> <p>Swimming</p>	<ul style="list-style-type: none">- Develop confidence, competence, precision, and accuracy when engaging in activities and games and follow rules and know why we have rules- 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- Talk about pool safety <p>PE Scheme</p> <p>Athletics</p> <p>Swimming</p>	<p>ELG: Gross Motor Skills</p> <p>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</p> <p>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.

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	confidence with getting their face wet PE Scheme Gymnastics: Shape Swimming						
	<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>						
Literacy/Phonics	<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.
	RWI – Teach set 1 sounds Learn set 1 sounds	RWI – Review set 1 sounds Blend and read set 1 words	RWI – Consolidate set 1 sounds speedily Consolidate set 1 sounds and words Begin Ditty level Spell set 1 words	RWI – Consolidate set 1 sounds speedily Consolidate set 1 sounds and words - speedily Begin Red level Spell set 1 words	RWI – Teach Set 2 sounds Read set 2 sounds Read some set 2 words Begin Green level	RWI – Review set 2 sounds Read set 2 words Spell set 2 words Continue Green/Begin Purple level	
Mathematics	<p>Getting to Know You</p> <ul style="list-style-type: none"> • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort and Compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts 	<p>Talk about measure and Patterns</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns <p>It's Me 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less 	<p>Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p>Mass and Capacity</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity <p>Compare capacity</p>	<p>Length, Height and Time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time <p>Building 9 and 10</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more 	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns <p>How Many Now?</p> <ul style="list-style-type: none"> • Add more • How many did I add? 	<p>Sharing and Grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <p>Visualise, Build and Map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions 	<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;

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	<p>Talk about measure and Patterns</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<ul style="list-style-type: none"> • Composition of 1, 2 and 3 <p>Circles and Triangles</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time <p>Order and sequence time</p>	<ul style="list-style-type: none"> • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <p>Explore 3d shapes</p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> • Take away • How many did I take away? <p>Manipulate, Compose and Decompose</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p> <p>Sharing and Grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles 	<ul style="list-style-type: none"> • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make Connections</p> <ul style="list-style-type: none"> • Deepen understanding Patterns and relationships 	<p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p style="text-align: center;">Days of the week, Months of the Year Rote Counting Subitising Number Bonds to 5 and 10</p>						
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 - Make a simple timeline of key 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 	<ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries - Recognise that people have different beliefs and celebrate special times in different ways - Research into the past - How do things move? - Comment on images of familiar situations in the past - Explore the natural world around them - Talk about different weathers - Light and dark, day and night - Properties of materials - which material for which job? What recycles? Why is it important? Link to school bins - Online safety - Technology at home 	<ul style="list-style-type: none"> - Talk about the lives of significant individuals and their contribution to the world (Amelia Earhart) - Recognise some environments that are different to the one in which they live - Compare weather/climate around the world - Using senses to explore properties of materials - Online safety - Technology in school <p>Scientific enquiry: Materials</p> <p>RE - LAS EYFS Unit: Our special books</p> <p>(Introduce stories from religious and important books for members of a religious group)</p>	<ul style="list-style-type: none"> - Talk about the lives of significant individuals and their contribution to the world (Nightingale) - Compare and contrast characters from books, including figures from the past - Comment on images of familiar situations in the past - Recognise that people have different beliefs and celebrate special times in different ways - Importance of a healthy lifestyle, diet, exercise - How do plants grow? - Caring for plants - Identify different types of plant - Identify different parts of a plant - Online safety - Technology in school 	<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 - Animal habitats, which parts of the world do they live? - Animal habitats - Name a variety of animals/birds etc and sort animals into groups - Local community - Online safety - Technology in school <p>Scientific enquiry: Animals and the caterpillar life cycle</p> <p>RE - LAS EYFS Unit: Our special things</p> <p>(Introduce objects that are important to members of a</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 - Holidays and seaside - Naming popular holiday destinations and locating them on a map/globe - Comment on images of familiar situations in the past, compare old and new - Online safety - Programmable toys <p>Scientific enquiry: Working scientifically – carry out a range of investigations across topics</p> <p>RE - LAS KS1 Additional Unit: Places of worship (Inc Christianity)</p> <p>Choose 3 key objects, features or symbols and look at:</p> <ul style="list-style-type: none"> - What they tell us about beliefs about God/humans/the world around them 	<p>ELG: Past and Present</p> <p>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</p> <p>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</p> <p>Children at the expected level of development will:</p>

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	<ul style="list-style-type: none"> - Name a variety of animals/birds etc - Know where we live is part of a much wider world - Online safety <p>Scientific enquiry: Seasons and animals</p> <p>RE – LAS EYFS Unit: Myself</p> <p>(Introduce people who belong to a religions group)</p>	<p>Scientific enquiry: Seasons and Materials</p> <p>RE - EYFS: Special people to me (Introduce people who are important members of a religious group eg Jesus, prophet, Mohammed, vicar, imam)</p> <p>Y1 – UC Incarnation F2 Why do Christians perform nativity plays at Christmas? (Core)</p>		<p>Scientific enquiry: Plants and chick life cycle</p> <p>RE - LAS KS1 Compulsory – God – Islam</p> <p>(How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?)</p>	religious group eg cross, Subha beads, prayer mat etc)	<ul style="list-style-type: none"> - How they are used in practice - What impact they have on the community <p>(Must include at least one religion/worldview other than Christianity and Islam)</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</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Weather and climate</p>						
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) - Picasso - Art - Painting pictures of themselves using a range of colour 	<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 - Rangoli patterns - 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 - Colour mixing - Use a paintbrush accurately - Paint an outline and fill with a different colour - Design – Making a kite (fabric) 	<ul style="list-style-type: none"> - Create collaboratively sharing ideas, resources, and skills - Painting in detail - Explore textures - Art – printing 	<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses - Painting different objects - Art focus: River collage 	<ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses - Preparing a healthy picnic – healthy foods and lifestyles 	<p>ELG: Creating with Materials</p> <p>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</p> <p>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</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Recognise different artists work in different ways and make work in their style</p>						