



EYFS Curriculum Content Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEMES	On Safari/ Under the Sea Me and my Family	Light and Dark Celebrations	Keeping Healthy Fairy Tales	Where I live The Old School	In the Garden (Growing Plants) On the Farm	Minibeasts Author topic/ Nursery Rhymes
	Weather and the Seasons/ Special Times					
Communication and Language	<p>3 and 4-year-olds will be learning to: Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Children in Reception will be learning to: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Engage in storytimes. Use new vocabulary in different contexts. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.</p>		<p>Children in Reception will be learning to: Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Engage in non-fiction books.</p>		<p>Children in Reception will be learning to: Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. 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. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	



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<p>Personal, Social and Emotional Development</p>	<p>3 and 4-year-olds will be learning to: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Children in Reception will be learning to: See themselves as a valuable individual. Express their feelings and consider the feelings of others. Think about the perspectives of others. Manage their own needs. Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally.</p>	<p>3 and 4 years olds will be learning to: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Children in Reception will be learning to: See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Show resilience and perseverance in the face of challenge.</p>	<p>Children in Reception will be learning to: See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Think about the perspectives of others.</p>
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<p>Physical Development</p>	<p>3 and 4-year-olds will be learning to: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. _ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children in Reception will be learning to: 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 spoons. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Children in Reception will be learning to: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. 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. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Children in Reception will be learning to: Progress towards a more fluent style of moving, with developing control and grace. 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. 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 spoons. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
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<p>Literacy</p>	<p>3 and 4-year-olds will be learning to: Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and moth. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter – sound correspondences. Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Children in Reception will be learning to: Blend sounds into words, so that they can read short words made up of known letter – sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. 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. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Children in Reception will be learning to: Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. 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. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
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<p style="text-align: center;">Mathematics</p>	<p>3 and 4-year-olds will be learning to: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Children in Reception will be learning to: Count objects, actions and sounds. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Link the number symbol (numeral) with its cardinal number value. Subitise Explore the composition of numbers to 10. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>3 and 4 year olds will be learning to: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. Children in Reception will be learning to: Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	<p>Children in Reception will be learning to: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>
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<p>Understanding the World</p>	<p>3 and 4-year-olds will be learning to: Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Children in Reception will be learning to: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<p>3 and 4 year olds will be learning to: Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children in Reception will be learning to: Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Children in Reception will be learning to: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.</p>
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<p>Expressive Arts and Design</p>	<p>3 and 4-year-olds will be learning to: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Play instruments with increasing control to express their feelings and ideas.</p> <p>Children in Reception will be learning to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Children in Reception will be learning to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.</p>	<p>Children in Reception will be learning to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>
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