

Heron Way Primary School – Curriculum Map (EYFS) Topic Cycle

		Autumn	Spring	Summer
Overarching Topic		Magical Marvellous Me	The Jolly Postman	The Big Dig
Specific Areas	Literacy	Learning initial sounds Name writing Learning formation of letters and record letter shapes independently Introduction to Song of Sounds Begin to use phonemes to blend and segment Introduce how to look at a book	Introduce digraphs Continue to use phonemes to blend and segment Increasing ability to recognise and use initial sounds Matching sounds in writing / reading Begin to look at sentence formation Developing reading skills Investigate a range of genres of writing Continue a rhyming string	Begin to learn long vowel sounds. Read and record phonemes independently Begin to write sentences independently Increasing sight word vocabulary Begin to look at features of a text , fiction and non-fiction Grammar – capital letters, full stops and finger spaces
	Mathematics	Recognising numerals 0-10 Counting from 0-10 Matching numbers to sets Introducing names and properties of 2D shapes Positional language Ordering consecutive numbers 1 more / 1 less Exploring measures (length, height and weight) Repeated pattern	Recognising numerals beyond 10 Counting from 0-20 Estimating and counting amounts of objects Ordering consecutive and non-consecutive numbers Recognising and naming 2D shapes and their properties Introducing 3D shapes Directional language More/less Introducing coins. Using money to pay for small amounts. Exploring measures (length, height and weight) Time (o'clock), sequencing events of the day Introducing sharing amounts of objects	Recognising numerals to 20 and above Counting from 0-20 and above Introducing addition as combining two sets Introducing subtraction as taking away Continuing to develop sharing Introducing doubling and halving Continue to use coins to pay for small amounts Time (o'clock and half past), sequencing days of the week Continue to develop knowledge of 2D and 3D shapes and their properties Apply their mathematical knowledge to problem solving Exploring measures (length, height and capacity)
	Understanding the World	Keyboard and mouse skills Exploring Ipad Using our 5 senses to explore the world around us Talk about past and present events in their own lives and in the lives of family members. Similarities and differences between themselves and others, and among families, communities and traditions (Festivals and celebrations).	Giving instructions using programmable toys Knowing that other children don't always enjoy the same things, and are sensitive to this. Similarities and differences between themselves and others, and among families, communities and traditions (Easter Story). Explore a range of technology (methods of communication) Select and use technology for particular purposes Use of cameras	Explore apps to support other areas of the curriculum Growing things and life cycles Placing items in chronological order Explore similarities and differences in relation to places, objects, materials and living things Investigate features of their own immediate environment and how environments might vary from one another Make observations of animals and plants and explain why some things occur, and talk about changes

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	Expressive Arts and Design	<p>Make music and dance, and experiment with ways of changing them.</p> <p>Christmas Show</p> <p>Songs about me</p> <p>Exploring Pitch</p> <p>Sing familiar number songs and nursery rhymes</p> <p>Experiment with colour and texture</p> <p>Construct with a purpose in mind, using a variety of resources</p>	<p>Exploring design features</p> <p>Songs based on traditional tales</p> <p>Rhythm Work</p> <p>Playing instruments with control</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>Act out traditional tales</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes (testing materials for chair making)</p>	<p>Create 3D sculptures</p> <p>Rhythm reading</p> <p>Songs on plants and growing</p> <p>Safely use and explore a variety of materials, tools and techniques</p>
Prime Areas	Personal, Social and Emotional Development	<p>Learning classroom routines / developing independence in the classroom.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (class rules)</p> <p>Children play co-operatively, taking turns with others.</p> <p>Become confident to try new activities, and say why they like some activities more than others</p> <p>Develop confidence to speak in a familiar group and talk about their ideas</p> <p>Ability to say when they do or don't need help</p>	<p>Getting on and falling out</p> <p>Good to be me</p> <p>Begin to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Begin to take account of one another's ideas about how to organise their activity</p> <p>Choose the resources they need for their chosen activities</p>	<p>New beginnings</p> <p>The natural environment</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Able to show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Take account of one another's ideas about how to organise their activity</p>
	Communication and Language	<p>Begin to express themselves effectively</p> <p>Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Follow simple instructions</p> <p>Begin to answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Give their attention to what others say</p>	<p>Express themselves effectively and begin to show awareness of listeners' needs</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Follow instructions involving several ideas and actions</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Begin to listen attentively in a range of situations</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p>	<p>Express themselves effectively, show awareness of listeners' needs</p> <p>Listen attentively in a range of situations</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Continue to answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Continue to respond to what they hear with relevant comments, questions or actions</p>
	Physical Development	<p>Holding a pencil correctly</p> <p>Begin to develop scissor skills</p> <p>Using hands to manipulate materials – pinch, roll, squeeze, etc.</p> <p>Knife and fork skills</p> <p>Personal hygiene, including hand washing</p> <p>Dressing and undressing for PE</p> <p><u>Focused PE sessions</u></p> <p>Developing gross motor skills</p> <p>Playground games</p>	<p>Improving letter formation and pencil grip</p> <p>Develop scissor skills</p> <p>Negotiate space effectively</p> <p><u>Focused PE sessions</u></p> <p>Apparatus</p> <p>Team games</p>	<p>Keeping healthy</p> <p>Healthy diets</p> <p>Keeping safe in the sun</p> <p>Continuing letter formation and beginning to join our cursive script</p> <p><u>Focused PE sessions</u></p> <p>Athletics</p> <p>Racket and ball games</p>