



Class 1 EYFS 2019-2020 Curriculum Map

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Toys</u> Past and present toys	<u>Story Time</u> Sue Hendra and Julia Donaldson	<u>Land Ahoy</u> Seaside and Countryside
<p>PSED: Playing friendly in a group and taking turns. Initiates conversations and listens to talker. Asks adults for help and speak about own needs and wants. Adapts behaviour to different situations and knows actions can hurt others.</p> <p>CL: Listens in small groups and able to follow directions given to them. Demonstrates understanding of different uses of objects. Begins to answer 'how' and 'why' questions. Retell events in order, uses tenses correctly and questions why things happen.</p> <p>PD: Catches large ball and climbs stairs. Holds pencils with pinch point and copies some letters. Dresses with help and gains more control over bladder/bowel.</p> <p>L: Recognises familiar signs/logos and joins in with rhymes. Holds books correctly and knows print carries meaning. Hears and says initial sounds in words. Ascribes meaning to marks made. Breaks speech into words to write. Writes own name and other things like labels.</p> <p>M: Counting rhymes. Counting aloud 0-10 and back. Number recognition. 1-1 correspondence when counting objects. Ordering numbers 0-10 (and beyond). Find one more/one less than. Counting to 20 and</p>	<p>PSED: Explains own knowledge and take steps to resolve conflicts. Confident at describing own abilities. Aware of boundaries set and beginning to solve problems without aggression.</p> <p>CL: Can do and listen for short periods. Follows 2 part instructions and stories without props. Understands humour. Uses language to recreate roles, introducing a storyline into their play.</p> <p>PD: Experiments with different ways of moving, shows increasing control with pushing etc. Begins to form recognisable letters which most are formed correctly. Shows some understanding with good hygiene and eats a range of healthy food.</p> <p>L: Segments words and blend them, beginning to read words and simple sentences. Enjoys a range of books. Uses some clearly indefinable letters to communicate meaning. Attempts to writes meaningful sentences.</p> <p>M: Teen numbers. Addition and Subtraction using objects, fingers and number lines. Double/half/sharing. Count to and back from 30. Counting in 10's. Positional language. Number bonds to 10. Compare quantity (numbers, capacity). 2D shapes. 3D shapes. Addition and Subtraction using number line.</p>	<p>PSED: Plays co-operatively, taking turns and shows sensitivity to others. Confident at trying new activities and chooses resources needed for their activity independently. Knows consequences of actions and work as part of a group. Takes changes of routine in their stride.</p> <p>CL: Listens in a range of situations, anticipating what happens in stories and responds appropriately to talker. Follows instructions with several steps and answer 'how' and 'why' questions based on events. Express themselves clearly, uses tenses correctly and develop own narratives.</p> <p>PD: Good coordination in large and small movements. Handles tools correctly and forms letters correctly. Knows how to keep healthy and dresses independently.</p> <p>L: Read and understand simple sentences, decoding unknown words and demonstrate understanding of what they have read. Write phonically plausible attempts at words in a simple sentence that can be read by others.</p> <p>M: Using the 100 square. Count to 100. Odd/Even numbers. Money – coin recognition. Counting in 2's/5's/10's. Time – o'clock (then half past). Reinforcement and moving on (year 1). Possible number</p>

back. Addition/subtraction (within 10 then 20). Repeating patterns. 2D shapes.
EAD: Joins in with rhymes and explores changes in sounds and colours. Uses various construction materials and relates tools and be used for a purpose. Build stories and role based on first hand experiences. Create simple representations of events incorporating a storyline to their play.
UW: Remembers and talks about significant events, describes special events that have happened to their family. Knows what makes them unique. Talks about past and present events in their family's life. Enjoys family customs and routines. Sensitive to others likes and dislikes. Knows different communities and traditions.

Count to 50. Positional language/direction. Length and height.
EAD: Builds a repertoire of songs and dances. Constructs with a purpose in mind and adapts works when necessary. Manipulates materials to achieve planned effect. Plays cooperatively in a group.
UW: Know that other children don't always enjoy the same things. Looks at similarities and differences in environment. Talk about features of own environment. Completes a simple program and uses age-appropriate software.

sentences. Addition and Subtraction using number line and counting in head.
EAD: Sings songs, dance and experiments with them. Uses tools safely changing the colour, design, texture or form. Uses materials in original ways, representing their own ideas through DT, music and role play.
UW: Makes observations of animals and plants and explain why some changes occur. Talks about how things work and notices decay over time, looking closely at change. Show concern for living things. Knows information can be retrieved from computers. Interacts with different technological toys. Uses technology for a particular reason.