

**EYFS Curriculum Map: Reception**

<p><b>Topic: Once Upon a time.....</b>  <b>Cycle Year: 2</b>  <b>Term: Autumn I</b></p>			
<p><b>Suggested Texts:</b>                  The Three Billy Goats Gruff; The Gingerbread Man; The Three Little Pigs                  Fact file: fairy tale character e.g wolf                      Instructions: How to trap a Troll</p>			
<p><b>Suggested Activities:</b>  <b>Character description; wanted posters; settings- forests, castles, cottages; sequencing trad. tales they know</b>  <b>Visit to a castle TBC</b></p>			
<p><b>4 0 – 60 months + ELG– objectives to be covered and activity ideas</b></p>			
<p><b>Characteristics of learning</b>                  (engagement, motivation, critical thinking) underpin our ethos and are integral to the daily practice)</p>	<ul style="list-style-type: none"> <li>• Will be able to describe problems they encounter and begin to suggest ways to solve problems</li> <li>• Will begin to use elements of the 'plan-do-review' process</li> <li>• Will talk about how to get better at things through effort and practice</li> <li>• Engages in opportunities to look through their Learning Journey, and talk about what they did well and what they need to work on to improve (Know green great/think pink).</li> <li>• In phonics, begin to improve and edit.</li> <li>• Know what tricky words or phonics they are learning next</li> </ul>		
<p><b>Behaviours for Learning</b></p>	<ul style="list-style-type: none"> <li>• Sustain self-motivation on one chosen activity for periods of up to 20 minutes, with little adult intervention . This may include following the 'plan, do, review' model in their rainbow jobs.</li> <li>• Sustain concentration and focus independently on one directed activity for periods of up to 10 minutes</li> <li>• Sustain concentration and focus (without becoming distracted) on one directed activity with adult support for periods of up to 15 minutes, working in a group increasing adult : pupil ratios, up to 1:6</li> <li>• Effectively engage in adult-led sessions for up to 20 minutes</li> <li>• Independently follow up to 3 instructions that are basic familiar daily routine</li> <li>• Independently follow instructions containing 6 Information Carrying Words (ICWs)</li> <li>• Equip themselves for the session ahead with verbal prompts</li> <li>• Replace / tidy their resources using the pictorial and written cues in the environment</li> <li>• Change independently for PE</li> <li>• Independently verbalise links between their own learning and experiences and begin choosing ways to do things by planning and making decisions</li> <li>• Begin to transfer non-negotiables with some adult support (full stops, finger spaces)</li> </ul>		
<p><b>Communication and Language (Listening and Attention; Understanding; Speaking)</b></p>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.                             <ul style="list-style-type: none"> <li>• Spatial concepts are secure e.g. behind, next to</li> <li>• Answers complex questions</li> <li>• Speech is clear but makes mistakes pronouncing complex words e.g. hippopotamus!</li> <li>• Uses irregular past tense verbs e.g. ran, fell</li> <li>• Describes how to do things</li> <li>• Defines words</li> <li>• Lists items that belong in groups e.g. animals, vehicles</li> <li>• Asks why, how, when, what, where questions.</li> <li>• Understands and uses time sequences.</li> <li>• Follows three step instructions</li> <li>• Understands rhyme</li> <li>• Engages in conversations</li> <li>• Talks in sentences of 8 or more words in length</li> <li>• Uses compound and complex sentences</li> <li>• Uses imagination to create stories.</li> </ul> </li> <li>• With support develops correct pronunciation of phonemes taught incl distinguishing between f, th, v</li> </ul>
<p><b>Physical Development (Moving and Handling; Health and Self-Care)</b></p>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>		<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>
<p><b>Personal Social and Emotional Development (making relationships; Self-confidence and self-awareness; managing feelings and behaviour;)</b></p>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding , and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>

<p><b>Literacy (Reading; Writing)</b></p>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> <li>Will read with fluency and comprehension at a Blue 1 Level standard (blend before xmas; automatic blending after xmas + double red; yellow by Easter)</li> <li>Read as a guided group containing 4 pupils</li> <li>Verbally answer comprehension questions, making direct reference to the text</li> <li>Answer various forms of written comprehension questions (multiple choice, sequencing, matching, 1 word answers) with adult support, moving from adult scribing to pupil recording during group task</li> <li>Will have completed Phase 4 of Letters &amp; Sounds (can segment longer words with blends)</li> </ul>	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> <li>With adult direction (not support), write 2 simple sentences twice per week, which follow each other (about the same topic)</li> <li>Will write sentences which include a full stop and capital letter independently</li> <li>Are able to read back their simple sentences</li> <li>Using post-it notes and labels, write words and phrases on a story map &amp; over the course of a week, write 2 sentences daily to build a longer piece of writing, with adult support</li> <li>Form all letters correctly, starting on the line, using a pre-cursive style, including size differentiation for ascenders and descenders</li> <li>Form all capital letters correctly</li> <li>Spell all Phase 2 &amp; 3 Tricky Words accurately</li> <li>Apply knowledge of Phase 2 &amp; 3 graphemes to make phonetically plausible attempts at spellings</li> <li>Will be enthusiastic to write independently during child-initiated time</li> </ul>	
<p><b>Maths (Numbers; Shape, Space and Measure)</b></p>	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>Will be secure about the order of numbers, and know what comes after or before each number to 20</li> <li>Will show an interest in how to solve problems and generate different solutions</li> <li>Will talk about the methods needed to answer a problem they have posed</li> <li>Begin to make up their own story problems for their peers to solve</li> <li>Are using mathematical vocabulary and demonstrating methods of recording, using standard notation where appropriate</li> <li>Will be secure at writing numbers 1-10</li> <li>Recall and explore all number facts (+/-) for numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>	
<p><b>Understanding of the World (People and communities; The World; Technology)</b></p>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>RQ4: How should we behave at home and at school? RQ7 What makes me sad, what makes me happy?</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer Software.</li> </ul>
<p><b>Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative)</b></p>	<ul style="list-style-type: none"> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Sings songs in relation to topic</p> <p>Explores instruments to accompany songs or make soundscapes</p> <p>Use music express resources for beat, tempo, loud, quiet, high, low, structure, texture and timbre ideas. (stories and sounds - structure)</p>	<ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	