

EYFS curriculum map

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

<p>Literacy (Reading; Writing)</p>	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Will read with fluency and comprehension at a Blue 1 Level standard (blend before xmas; automatic blending after xmas + double red; yellow by Easter) Read as a guided group containing 4 pupils Verbally answer comprehension questions, making direct reference to the text 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 Will have completed Phase 4 of Letters & Sounds (can segment longer words with blends) 		<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. With adult direction (not support), write 2 simple sentences twice per week, which follow each other (about the same topic) Will write sentences which include a full stop and capital letter independently Are able to read back their simple sentences Using post-it notes and labels, write words and phrases on a story map & over the course of a week, write 2 sentences daily to build a longer piece of writing, with adult support Form all letters correctly, starting on the line, using a pre-cursive style, including size differentiation for ascenders and descenders Form all capital letters correctly Spell all Phase 2 & 3 Tricky Words accurately Apply knowledge of Phase 2 & 3 graphemes to make phonetically plausible attempts at spellings Will be enthusiastic to write independently during child-initiated time
<p>Maths (Numbers; Shape, Space and Measure)</p>	<ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Will be secure about the order of numbers, and know what comes after or before each number to 20 Will show an interest in how to solve problems and generate different solutions Will talk about the methods needed to answer a problem they have posed Begin to make up their own story problems for their peers to solve Are using mathematical vocabulary and demonstrating methods of recording, using standard notation where appropriate Will be secure at writing numbers 1-10 Recall and explore all number facts (+/-) for numbers to 5 		<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.
<p>Understanding of the World (People and communities; The World; Technology)</p>	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. RQ 11: What is special to you? What is special to others? 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
<p>Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative)</p>	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <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.</p>		<ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.

	Personal, Social and Emotional Development : Making relationships	Personal, Social and Emotional Development : Self-confidence and self-awareness	Personal, Social and Emotional Development : Managing feelings and behaviour	Communication and Language: Listening and attention	Communication and Language: Understanding	Communication and Language: Speaking	Physical Development : Moving and Handling	Physical Development : Health and self-care	Literacy: Reading	Literacy: Writing	Mathematics: Numbers	Mathematics: Shape, space and measure	Understanding the world: People and communities	Understanding the world: The world	Understanding the world: Technology	Expressive arts and design: Exploring and using media and materials	Expressive Arts and Design: Being imaginative
Early Learning Goal (2)	<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<ul style="list-style-type: none"> Children 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. 	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Exceeding = Y1 statement (3)	<p>Children play group games with rules.</p> <p>They understand someone else's point of view can be different from theirs.</p> <p>They resolve minor disagreements through listening to each other to come up with a fair solution.</p> <p>They understand what bullying is and that this is unacceptable behaviour.</p>	<p>Children are confident speaking to a class group.</p> <p>They can talk about the things they enjoy, and are good at, and about the things they do not find easy.</p> <p>They are resourceful in finding support when they need help or information.</p> <p>They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>	<p>Children know some ways to manage their feelings and are beginning to use these to maintain control.</p> <p>They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p> <p>They know when and how to stand up for themselves appropriately.</p> <p>They can stop and think before acting and they can wait for things they want.</p>	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary.</p> <p>They listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>They can listen in a larger group, for example, at assembly.</p>	<p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</p> <p>They can carry out instructions which contain several parts in a sequence.</p>	<p>Children show some awareness of the listener by making changes to language and non-verbal features.</p> <p>They recount experiences and imagine possibilities, often connecting ideas.</p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<p>Children can hop confidently and skip in time to music.</p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>They are beginning to be able to write on lines and control letter size.</p>	<p>Children know about, and can make healthy choices in relation to, healthy eating and exercise.</p> <p>They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>They can describe the main events in the simple stories they have read.</p>	<p>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>They use key features of narrative in their own writing.</p>	<p>Children estimate a number of objects and check quantities by counting up to 20.</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things.</p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>Children know that the environment and living things are influenced by human activity.</p> <p>They can describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>They know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>They are familiar with basic scientific concepts such as floating, sinking, experimentation</p>	<p>Children find out about and use a range of everyday technology.</p> <p>They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>