



EYFS curriculum map

Topic: Transport
Cycle Year: 2
Term: Autumn II

Suggested Texts:
The Train Ride; The Naughty Bus; Where's Spot?

Suggested Activities:
Different types of transport; Naughty bus messy tray; journey to nursery; traffic survey

Child Development Area	22 – 36 months – objectives to be covered and activity ideas	30 – 50 months– 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 become independent explorer, studying patterns of movement (sometimes referred to as schemas: http://www.flyingstart.uk.com/wp-content/uploads/2014/08/Schema.pdf https://www.bbc.co.uk/cbeebies/grownups/schemas) Will use first hand experiences to learn: repeating experiences to help them to practice, remember and organise their ideas Will use symbolic representation (one thing to stand for something else) and functional dependency (using prior knowledge) Engages in opportunities to look through their Learning Journey, and talk about their experiences with an adult 	<ul style="list-style-type: none"> Will be able to choose their own activities – what they want to do and how they will do it Will engage in activities and talk more about the process than products: the challenges faced, the effort, thought, learning and enjoyment Will feel safe to take a risk with a new idea Will be able to co-operate in play and keep play going Engages in opportunities to look through their Learning Journey, and talk about their experiences with an adult Knows that adults look at their work and sometimes write about it (post-its, comments in Learning Journeys, tapestry)
<p>Behaviours for learning</p>	<ul style="list-style-type: none"> Sustain self-motivation and focus on one chosen activity for periods of up to 5 minutes Sustain concentration and focus on one directed activity with adult support for periods of up to 3 minutes With support follow familiar daily routines Effectively engage in adult-led sessions for up to 5 minutes With support will replace / tidy their resources using the pictorial cues in the environment Will manage 'structured sharing', whereby an adult might ask them to pass fruit to another child, which they will do providing that they know that there is one for them too 	<ul style="list-style-type: none"> Sustain self-motivation and focus on one chosen activity for periods of up to 10 minutes Sustain concentration and focus on one directed activity with adult support for periods of up to 10 minutes Effectively engage in adult-led sessions for up to 15 minutes (groups of 1:3) Independently follow familiar daily routines Independently follow instructions containing 4 Information Carrying Words (ICWs) Replace / tidy their resources using the pictorial and written cues in the environment Change for PE with support (including turning clothes the right way from inside out) Do up their coat/wipe nose Independently verbalise links between their own learning and experiences Can share and take turns
<p>Communication and Language (Listening and Attention; Understanding; Speaking)</p>	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). Begin to use and understand spacial concepts e.g. in, on Identifies colours Use pronouns such as you, me, her, I, Use descriptive words such as big, happy Answers simple questions Speaks in at least 2/3 word phrases Uses question inflection (e.g. My ball?) Uses plurals e.g. shoes, socks Uses regular past tense verbs e.g. jumped Speech is more accurate but may leave off end sounds Strangers still may find it difficult to understand what is said Follows 1 step instructions 	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went downslide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Can group objects and vocabulary e.g. foods, clothes To extend pronouns to she, he, they, we Uses most speech sounds but may distort some more difficult sounds e.g. l,r,s, sh, ch, y, v, z, th Strangers are now able to understand much of what is said Can describe the use of objects e.g. fork, car etc Has fun with language e.g. poems, stories, rhyme and absurdities e.g. Is that an elephant on your head? Uses verbs that end in ing e.g. walking, talking Answers simple questions Repeats sentences Uses more connecting words like because, and, if Talks about basic emotions: happy, sad, angry, suprised Uses contrasting vocabulary: bigger, smaller, taller, lighter Follows 2 step instructions Uses language in role play Explains wants and needs: Can I have the green pencil? I want to colour in the grass?
<p>Physical Development (Moving and Handling; Health and Self-Care)</p>	<ul style="list-style-type: none"> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Personal Social and Emotional Development (making relationships; self-confidence and self-awareness; managing feelings and behaviour;)	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 	<ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
Literacy (Reading; Writing)	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' Enjoy sharing books Join in retelling books (T4W) Talk about books as they are reading with someone Be familiar with some favourite books Listen to a story in a group 	<ul style="list-style-type: none"> Distinguishes between the different marks they make. Explore mark making in a variety of media Explore mark making movements: around, up, down, over, under etc. 	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Can identify the first 6 -8 sounds in written form (s,a,t,p,i,n,m,d) - coverage will give opportunity for more. Are hearing common cvc words being segmented and blended ('put this in the b-i-n, bin') 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Ascribe meaning to the marks they make Hold a pencil with a tripod grip Write their first name Can form the first 6 -8 sounds Create their own story map and retell orally 		
Maths (Numbers; Shape, Space and Measure)	<ul style="list-style-type: none"> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Begin to get the concept of number Begin to subatise for numbers to 3 	<ul style="list-style-type: none"> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> Uses some number names and number language spontaneously Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Use numbers to 10 accurately in their play Are able to match some numerals and quantities correctly Subatise to 5 Begin recording and representing number in a variety of ways (fingers, claps, jumps, mark making, etc...) Will identify numbers in the environment and discuss their purpose 	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 		
Understanding of the World (People and communities; The World; Technology)	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers
Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative)	<ul style="list-style-type: none"> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 		