



## Curriculum implementation map -EYs

This mapping table below shows where curriculum objectives related to the areas of learning within the Early Years Foundation Stage are covered. This table is intended as guidance and may be modified according to the needs, experiences, interests and cultures of individual learners when appropriate.

2020-2021

Autumn 1 Me and Autumn	Autumn 2 Celebrations and Christmas	Spring 1 Winter	Spring 2 Spring/Farm	Summer 1 Fairy tales	Summer 2 Minibeasts
<b>Communication and Language</b> Why do you love me so much?	How do we celebrate?	Why does snow melt?	What would it be like to live on a farm?	Will you read me a story?	What will we find in the garden?
<b>PSED</b> Getting to know you Circle time games All about me books Learning the 3 golden school rules	Sharing Taking turns Feelings Firework safety	Ready Respectful Safe	Helping others Relationships Behaviour Resolving conflict	Working together Good to be me Self confidence	Caring for insects Changes Transition to year 1
<b>Real life experiences</b> Autumnal scavenger hunt	Nativity Play	Ice melting Polar Experience	Farm trip Making bread	Theatre trip?	Butterfly lifecycle

<b>RE and celebrations</b>  Harvest	Diwali  Bonfire Night  Poppy/Remembrance Day  Christmas	Chinese New Year  Pancake Day  Easter	Mother's Day	Father's Day	
<b>Role Play Area</b> Home	Christmas House	Restaurant/Chinese restaurant	Vets	Fairy tale story - tbc	Shop - fruit and veg/supermarket
<b>PE focus</b>  Moving Safely  Understanding space	Getting dressed  Travelling	Moving Creatively  Effects of exercise	Balancing  Climbing	Ball skills	Team work  Sports day
<b>Literacy</b>  Listening  Rhythm and rhyme  Initial sounds  Robot talk  Develop pencil control  Ascribe meaning to marks	Home reading  1:1 reading  Phase 2 Sounds  Phonics songs and actions  Orally segment and blend CVC words  Letter formation  Phase 2 Tricky words  Name writing  CVC word labelling  Peg initial sounds	Home reading  1:1 reading  Phonics phase 2 & 3 sounds  Segment and blend CCVC words  Short simple sentence writing  Sentence to picture matching  Develop letter formation  Phase 3 Tricky words	Home reading  1:1 reading  Phonics Phase 2-3 sentences  Segment and blend CCVCC words  Sentence writing  Writing words using phonetic knowledge  Phase 3 Tricky words	Home reading  1:1 reading  Phonics Phase 2-4 sentences  Segment and blend CCVCC/CCCVCC words  Sentence writing  Writing words and sentences using phonetic knowledge  Phase 4 Tricky words  Spelling some irregular common words correctly	Home reading  1:1 reading  Phonics Phase 2-4 sentences  Segment and blend CCVCC/CCCVCC words  More complex Sentence writing  Writing words and sentences using phonetic knowledge  Phase 4 Tricky words  Use a correct tripod pencil grip



<p>different families and their homes.</p> <p>Investigates toys that use ICT or have moving parts.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Comments about what they have seen/discovered in the world.</p> <p>Explores and uses vocabulary to describe the weather.</p>	<p>Knows how to operate simple ICT equipment.</p> <p>Understands that technology is all around us.</p> <p>Uses age appropriate software.</p> <p>Completes a simple program on the computer.</p>	<p>Link their homes with other places in their local community.</p> <p>Give clues to find areas of the school.</p>	<p>Suggest ideas for improving the school environment.</p> <p>Recognises that a range of technology is used in places such as homes and schools.</p> <p>Selects and uses technology for particular purposes.</p>	<p>What do the colours mean on maps? What descriptive words can you think of?</p>
<p><b>Expressive Art and Design</b></p> <p>Explores the different Sounds of instruments.</p> <p>Uses simple tools.</p> <p>Engages in familiar role play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Uses simple construction equipment to build models.</p>	<p>Builds a repertoire of songs and dances.</p> <p>Experiments with different media and marks.</p> <p>Creates simple representations of events, people and objects.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Joins in with a wider variety of role play.</p>	<p>Explores what happens when they mix colours.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources (with some support)</p>	<p>Explores colour/texture to make pictures.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Uses a wider range of tools and techniques competently and appropriately.</p> <p>Understands that different media can be combined to create new effects.</p>	<p>Creates own music.</p> <p>Produces movement to music and creates own dances.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Creates their own art pieces and explains them.</p> <p>Represents own ideas, experiences, thoughts and feelings through, art, music, dance and role play.</p>
<p><b>Outdoor Learning</b></p> <p>Introduce rules and boundaries</p>	<p>Planting bulbs</p> <p>Autumn changes</p>	<p>Planting vegetable seeds and watching them grow</p>	<p>Cloud gazing</p> <p>Cloud mirror painting</p>	<p>Den building</p> <p>Barefoot walk</p>	<p>Butterfly life cycle - real experience</p>

<p>Free exploration</p> <p>Autumn walk</p> <p>Scavenger hunt</p> <p>Leaf rubbing</p>	<p>Make a mud pie</p> <p>Hide and seek numbers and letters</p>	<p>Den building</p> <p>Winter changes</p> <p>I'm not a stick activity</p> <p>Easter egg hunt</p>	<p>Trip to the farm</p> <p>Observational paintings of flowers</p>	<p>Fairyland walk and picnic</p> <p>Andy Goldsworthy art</p> <p>Make a fairy garden</p>	<p>Make a wormery</p> <p>Photos of bugs/flowers</p> <p>Minibeast hunt</p> <p>Natural bookmarks</p>
<p><b>Key texts</b></p> <p>The Gruffalo</p>	<p>Happy Birthday Maisie</p> <p>Dear Santa</p>	<p>One snowy night</p> <p>Blue Penguin</p>	<p>Little red hen</p> <p>Farmer Duck</p>	<p>Goldilocks and the 3 bears</p> <p>3 little pigs</p>	<p>What the ladybird heard</p> <p>Hungry Caterpillar</p>
<p><b>Assessment</b></p> <p>1:1 Visits</p> <p>Baseline</p> <p>Tapestry</p> <p>Parent meeting (settling in)</p>	<p>Tapestry</p> <p>End of term data input</p>	<p>Tapestry</p> <p>Mid year report</p>	<p>Tapestry</p> <p>End of term data input</p> <p>Parent meeting (appointments)</p>	<p>Tapestry</p> <p>LA Moderation</p>	<p>Tapestry</p> <p>End of term data input</p> <p>EYFSP</p> <p>Detailed end of year report.</p>