

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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and Autumn	Celebrations and Christmas	Winter	Spring/Farm	Fairy tales	Minibeasts
Communication and Language 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?
PSED 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
Real life experiences Autumnal scavenger hunt	Nativity Play	Ice melting Polar Experience	Farm trip Making bread	Theatre trip?	Butterfly lifecycle

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

	Word to picture matching	Writing labels and captions		Using adjectives in writing	Controlled letter size and writing on lines Using adjectives in writing Story writing Spelling HFW
Maths Settling in - Exploring maths	It's me 1 2 3 Representing,	Alive in 5!	Building 9 and 10	On the move	First, then, now
area (CP) Positional language Routines Just like me Match and sort Making comparisons - amounts, mass, size and capacity Exploring pattern	comparing, composition 1, 2, 3 Circles, triangles, positional language Light and Dark Representing numbers to 5 One more & one less Shapes with 4 sides Time	Growing 6, 7, 8	Consolidation	Superhero to 20 and beyond	Find my pattern
Understanding the World Knows what makes them similar and unique. Understands that other children don't always enjoy the same things.	Shows an interest in their lives and those of personal significance. Recognises and describes special events (both past and	What lives where? Animal habitats. Where do humans live? Where don't humans live? Use words such as desert, rainforest,	Looks at patterns and change in the environment. Looks at similarities/differences in environments/ materials/ living	Talks about the features of their own immediate environment and how environments might vary from one another.	Makes observation of insects and plants and explain why some things occur and talk about changes. Know about some present changes that are happening in the
Understands differences in	present) for themselves and family members.	sea, ocean.	things/ places.	Name, describe and compare familiar places.	local environment e.g. at school

different families and		Knows how to operate	Link their homes with		What do the colours
their homes.	Enjoys joining in with	simple ICT equipment.	other places in their	Suggest ideas for	mean on maps? What
	family customs and		local community.	improving the school	descriptive words can
	routines.	Understands that		environment.	you think of?
Investigates toys		technology is all			
that use ICT or have	Comments about what	around us.	Give clues to find areas	Recognises that a	
moving parts.	they have	llasa see suuruusiste	of the school.	range of technology is	
	seen/discovered in the world.	Uses age appropriate software.		used in places such as homes and schools.	
	ine woria.	sottware.		nomes and schools.	
	Explores and uses	Completes a simple		Selects and uses	
	vocabulary to	program on the		technology for	
	describe the weather.	computer.		particular purposes.	
Expressive Art and	Builds a repertoire of	Explores what	Explores	Creates own music.	Creates their own art
Design	songs and dances.	happens when they	colour/texture to make		pieces and explains
Explores the	3	mix colours.	pictures.	Produces movement	them.
different Sounds of	Experiments with		·	to music and creates	
instruments.	different media and	Plays cooperatively as	Chooses particular	own dances.	Represents own ideas,
	marks.	part of a group to	colours to use for a		experiences, thoughts
Uses simple tools.		develop and act out a	purpose.	Selects appropriate	and feelings through,
Engages in familiar	Creates simple	narrative.		resources and adapts	art, music, dance and
role play.	representations of	AA . S. I I a I . S. Ia	Uses a wider range of	work where	role play.
Tole play.	events, people and	Manipulates materials	tools and techniques	necessary.	
Plays alongside other	objects.	to achieve a planned effect.	competently and appropriately.	Selects tools and	
children who are	Introduces a storyline	errect.	арргоргіатету.	techniques needed to	
engaged in the same	or narrative into their	Constructs with a	Understands that	shape, assemble and	
theme.	play.	purpose in mind, using	different media can be	join materials they	
	F	a variety of resources	combined to create new	are using.	
Uses simple	Joins in with a wider	(with some support)	effects.	,	
construction	variety of role play.	,, ,			
equipment to build					
models.					
Outdoor Learning	Dlanting bulbs	Dlanting vacatable	Cloud assins	معالمان مع	Duttonfly life avala
Introduce rules and	Planting bulbs	Planting vegetable seeds and watching	Cloud gazing	Den building	Butterfly life cycle - real experience
boundaries	Autumn changes	them grow	Cloud mirror painting	Barefoot walk	rear experience
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Free exploration Autumn walk Scavenger hunt Leaf rubbing	Make a mud pie Hide and seek numbers and letters	Den building Winter changes I'm not a stick activity Easter egg hunt	Trip to the farm Observational paintings of flowers	Fairyland walk and picnic Andy Goldsworthy art Make a fairy garden	Make a wormery Photos of bugs/flowers Minibeast hunt Natural bookmarks
Key texts The Gruffalo	Happy Birthday Maisie Dear Santa	One snowy night Blue Penguin	Little red hen Farmer Duck	Goldilocks and the 3 bears 3 little pigs	What the ladybird heard Hungry Caterpillar
Assessment 1:1 Visits Baseline Tapestry Parent meeting (settling in)	Tapestry End of term data input	Tapestry Mid year report	Tapestry End of term data input Parent meeting (appointments)	Tapestry LA Moderation	Tapestry End of term data input EYFSP Detailed end of year report.