



Curriculum Mapping Overview

EYFS

Cycle B

This is an overview of learning experiences and skills during the academic year. These will be adapted and enhanced further dependent on each individual child's interests and next steps with a mixture of adult led, adult initiated and child led tasks, in a highly stimulated continuous provision, promoting the quality of play.

Medium Term Plans and weekly planning will show progression of skills and knowledge in depth within topics and interests.

	Autumn		Spring		Summer	
Topic	What makes me, me?	How do you celebrate?	How does your garden grow?	What are planets?	Where will you go in the World?	What has paws, claws and roars?
Prime Areas of Learning						
Personal, Social and Emotional.	Children will develop their sense of responsibility and membership of a community. Children will increasingly follow rules, understanding why they are important. Children will start to build constructive and respectful relationships. Children will start to develop resilience and perseverance in the face of a challenge.		Children will identify and moderate their own feelings socially and emotionally. Children will see themselves as a valuable individual. Children will start to think about the perspectives of others. Children will develop managing their own needs.		Children will show an understanding of feelings and those of others and begin to regulate behaviour accordingly. Children will be able to give focused attention to what the teacher says, responding appropriately even when engaged in an activity. Children will develop their confidence to try new activities, showing independence, resilience and perseverance in the face of a challenge. Children will manage their own basic hygiene and needs including dressing. Children will work and play collaboratively, taking turns.	
Communication and Language	Children will understand how to listen carefully and know why listening is important. Children will develop social phrases.		Children will be able to articulate their ideas and thoughts in well-formed sentences, Children will start to connect one idea or action to another using a range of connectives.		Children will be able to use new vocabulary in different contexts.	



	Children will start to engage in story times. Children will start to ask questions to find out more and to check they understand what has been said to them. Children will begin to listen carefully to rhymes and songs, paying attention to how they sound.	Children will be able to listen to and talk about stories to build familiarity and understanding. Children will begin to describe events in some detail. Children will begin to engage in non-fiction books. Children will learn new vocabulary.	Children will be able to retell a story once they have developed a deep familiarity with the text; some as exact repetition and understanding. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Children will listen attentively and respond to what they hear with relevant questions or comments to clarify their understanding. Children will participate in small group, class and one-one discussions using recently introduced vocabulary. Children will express their ideas and feelings about experiences using full sentences, including the use of the past, present and future tenses with some modelling.
Physical Development	Children will further develop the skills they need to manage the school day successfully: lining up, mealtimes and personal hygiene. Children will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, climbing, hopping, skipping, running.	Children will begin to further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Children will know and talk about the factors that support their health and wellbeing: regular physical activity, healthy eating, toothbrushing, good sleep routine and being a safe pedestrian. Children will progress towards a more fluent way of moving with developing control and grace.	Children will combine different movements with ease and fluency. Children will be able to confidently and safely use a range of large and small apparatus both inside and outdoors. Children will negotiate space and obstacles safely with consideration of self and others. Children will hold a pencil effectively in preparation for fluent writing- using the tripod grip in most cases. Children will be able to use a range of small tools.
	Children will develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including dance, gymnastics and sport. Children will use their core muscle strength to achieve a good posture when sitting at a table or on the floor.		



	Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently including pencils, paintbrushes, scissors and cutlery.		
Specific Areas of Learning			
Literacy Writing:	Children will begin to use some of their print and letter knowledge in their early writing. For example, writing a list that starts at the top of the page. Children will begin to write some letters accurately.	Children will begin to form lower case and capital letters correctly. Children will begin to spell words by identifying the sounds and writing them.	Children will begin to write short sentences or phrases with words with known letter-sound correspondences using a capital letter and full stop. Children will start to re-read what they have written to check it makes sense. Children will start to write recognisable letters, most of which are correctly formed. Children will spell words by identifying the sounds and representing them.
Literacy Reading:	Children will begin to read some letter groups that each represent one sound and say sounds for them. Children will begin to read individual letters by saying the sound for them.	Children will begin to blend sounds into words so that they can read short words made up of known letter-sound correspondences. Children will begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.	Children will re-read books to build up their confidence in word reading, fluency, understanding and enjoyment. Children will begin to re-read what they have read to check it makes sense. Children will read words consistent with their phonic knowledge by sound blending. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



Phonics	Nursery ELS - Phase 1. Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phases 2 and 3 – Learn to read, write and blend s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, ss, h, b, f, ff, l, ll, j, v, w, x, y, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa	Nursery ELS - Phase 1. Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phase 3 Continued – Learn to read, write and blend oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow,	Nursery ELS- Phase 1. Learn to read, write and blend Environmental Sounds, Instrumental Sounds, Body Percussion, Rhyme and Rhythm, Alliteration, Voice sounds and Oral blending Reception ELS Phases 2 and 3 – Review all sounds.
Mathematics NCETM Mastering number programme for number.	Children will: Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.	Children will: Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.	Children will: Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.



	Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts.		Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.			
Mathematics White Rose Mathematics Programme for shape, space and measure.	Children will: Make simple patterns. Identify and explore circles and triangles. Explore spatial awareness and positional language. Identify and explore shapes with 4 sides. Explore time: Night and Day.		Children will: Continue to explore spatial awareness and positional language. Continue to identify and explore shapes with 4 sides. Continue to explore time: Night and Day. Measure mass. Measure capacity. Measure height, length and time.		Children will: Identify and explore 3D shapes. Explore pattern. Match Shapes. Explore tangrams. Make New shapes. Explore problem solving. Explore using Cuisenaire rods and patterns. Explore maps.	
Knowledge and Understanding of the World:	Children will know that some families are different to theirs. <u>Vocabulary:</u>	Children will know that they have similarities and differences to others.	Children will know some ways in which a Town has similarities and differences to a village. Children will know some of the important roles	Children will know that Bicester is in England. Children will know that England is a country.	Children will know England is in the UK. Children will know that the UK is surrounded by sea.	Children will know some ways in which life is different in other parts of the world. Children will know some of the traditional food



People, culture and Communities:	Family, Parent, Home, Sibling, House, Relative, Friend, Neighbour	Children will know that their closest town is called Bicester. Children will recognise and explore special times and events for them and others, understanding that people have different beliefs and celebrate special times in different ways. Children will understand that some places are special to members of their community. <u>Vocabulary:</u> Same, Different, Beliefs, Church, Bicester, Town	people have in their community. <u>Vocabulary:</u> Town, Village, Launton, Compare, Population	Children will know that London is the capital city of England. <u>Vocabulary:</u> England, Country, London, City, Capital	<u>Vocabulary:</u> United Kingdom, Scotland, Ireland, Wales, Sea, Land	that people eat in England. <u>Vocabulary:</u> World, Culture, Traditional
Celebrations (RE)	Harvest <i>Who am I and where do I belong?</i>	Christmas Diwali Hanukkah <i>What do people celebrate and why?</i>	Chinese New Year <i>Are all families the same?</i>	Easter Passover <i>Who are Christians and what do they believe?</i>	Ascension/Pentecost. <i>What is the church and who goes there?</i>	<i>Does everyone believe in God?</i>
Knowledge and Understanding of the World:	Children will know some natural features of the school environment. Children will recognise their body parts and	Children will be able to identify the signs of Autumn. Children will talk about the changes they notice.	Children will know that some animals hibernate. Children will talk about and observe living things and plants.	Children will be able to identify the signs of Spring.	Children will know that humans can have an impact on the natural world. Children will know some ways in which they can	Children will know the signs of Summer and how to stay safe in the heat.



The Natural World: Past and Present:	begin to explore their senses. <u>Vocabulary:</u> Areas, Environment, Senses	Children will be able to describe their journey to school. Children will describe what they hear and feel whilst outside. <u>Vocabulary:</u> Journey, Route, Natural, Changes	Children will begin to understand the need to respect and care for the natural environment and all living things. Plants, mini-beasts and insects. <u>Vocabulary:</u> Hibernate, Plants, Living, Care, Respect	Children will know that Earth is the planet in which we live. Children will know that there are eight planets in our solar system. <u>Vocabulary:</u> Seed, Bulb, Shoot, Grow, Space, Planets, Solar System	positively impact the natural world. The beach/jungle etc. <u>Vocabulary:</u> Humans, Help, Support, Responsible	Children will know why Penguins and Giraffes are not native to the UK. Animals and dinosaurs etc. <u>Vocabulary:</u> Heat, Sunrays, Protect, Climate, Hot, Cold
	Children will begin to explore the natural world around them. Children will begin to understand the effect of changing seasons on the natural world around them.					
	Children will know that they have grown and changed. Pictures of them when younger. <u>Vocabulary:</u> Baby, Infant, Child, Teenager, Adult, Grow, Change	Children will know that their older relatives have grown and changed. Children will talk about the lives of the people around them and their roles in society. Pictures of them and others during times of celebration. <u>Vocabulary:</u> Photograph, Camera, Past, Present, Relatives	Children will know that mobile phones etc have not always been around. Children will know some ways people communicated before mobile phones. <u>Vocabulary:</u> Communicate, Telephone, Mobile Phone, Cord, Dial	Children will know that a rocket is the only way to travel into space. Children will know that people did not travel into space in the past. <u>Vocabulary:</u> Rocket, Travel, Astronaut	Children will know that transport has changed in the past 100 years. Children will know some ways that transport has changed. <u>Vocabulary:</u> Transport, Aeroplane, Bus, Coach, Bicycle, Train, Engine,	Children will know that Dinosaurs roamed Earth in the past. Children will know that bones and historical items inform us about how things were in the past. <u>Vocabulary:</u> Extinct, Fossil, Bones, Predator, Prey



Explicit Experiences	School grounds walks inside/outside Baking Gingerbread/biscuits Performing in the Nativity to parents/carers Church visit for Harvest festival (Reception) Christmas crafts making day Audience for the KS1 Nativity Play	Visit to the Willow Dome and Woodland area Planting and growing sunflowers Designing and building a bug hotel World book day activities with buddies	Salt dough dinosaur fossil making Volcano Eruption Visit to the Parish Hall for prayer space activities Sports day (Reception) Visit to Launton Church to speak with the Reverend (Reception)
Expressive Art and Design	Children will begin to develop storylines in their pretend play. Children will begin to sing in a group or on their own, increasingly matching the pitch and following the melody. Children will begin to explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment. Drawing and painting self-portraits. Drawing and painting family portraits. Observational drawings of seasonal fruits and vegetables. Exploring the work of Wassily Kandinsky. Artwork inspired by bonfire night. Christmas crafts using different joining methods.	Children will return and build on their previous learning, refining ideas and developing their ability to represent them. Children will start to create collaboratively sharing ideas, resources and skills. Children will start to create, with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. Jackson Pollock inspired Space paintings. Observational paintings and drawings of Sunflowers. Leaf rubbing/printing.	Children will listen attentively, move to and talk about music, expressing their feelings and responses. Children will begin to watch and talk about dance, performance art, expressing their feelings and emotions. Children will learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Clay work creating bones and dinosaurs. Exploring the work of Eric Carle. Eric Carle inspired animal collages.
	Children will begin to safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function. Children will begin to make use of props when role playing characters in narratives and stories.		



	Children will begin to sing a range of well-known nursery rhymes and songs.
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