

EYFS: Curriculum Map (S)

Prime area: Personal, Social and Emotional Development (PSED)		
Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Play alongside others. • Use a familiar adult as a secure base from which to explore independently • Play cooperatively with a familiar adult. • Show an interested in others’ play and start or seek support to join in, e.g. indicating in own method of communication. • Seek out others to share experiences through vocalising or eye pointing. • Show affection and concern for people who are special to them.. • Play in a group, extending and elaborating play ideas. • Initiates play, offering cues to peers to join them. • Keep play going by responding to what others are saying or doing. • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiate conversations, attend to and take account of what others say. • Explain own knowledge and understanding, and ask appropriate questions of others. • Take steps to resolve conflicts with other children. • Play co-operatively, taking turns with others. 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Explore new toys and environments • Engage in pretend play with toys • Demonstrate sense of self as an individual. • Separate from main carer with support and encouragement from a familiar adult. • Express own preferences and interests. • Select and use activities and resources with help. • Welcome and value praise for what they have done. • Take responsibility of carrying out small tasks. • Develop confidence in new social situations and with unfamiliar people. • Develop confidence to talk to other children when playing, and be encouraged to communicate freely about own home and community. • Show confidence in asking adults for help. • Show confidence to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities. • Be confident to try new activities, and say why they like some activities more than others. • Show confidence to speak in a familiar group, talking about their ideas • Choose the resources they need for their chosen activities. 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Show awareness of others’ feelings. • Develop their own sense of will and determination (independence) • Respond to a few appropriate boundaries, with encouragement and support. • Seek comfort from familiar adults when needed. • Express their own feelings. • Respond to the feelings and wishes of others. • Show awareness that some actions can hurt or harm others. • Respond to feelings of others and try to comfort. • Understand and cooperate with some boundaries and routines. • Develop understanding of own feelings, and know that some actions and words can hurt others’ feelings. • Be aware of and accept the needs of others and take turns and share resources, with support from others. • Develop tolerance to delays when needs are not immediately met, and understand wishes may not always be met. • Be supported to learn to adapt behaviour to different events, social situations and changes in routine; e.g. through discussions, visual timetables. • Understand that own actions affect other people.

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<ul style="list-style-type: none"> • Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Say when they do or don't need help. 	<ul style="list-style-type: none"> • Develop awareness of the boundaries set and of behavioural expectations in school. • Develop strategies to be able to negotiate and solve problems • 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. • Work as part of a group or class, and understand and follow the rules. • Learn to adjust their behaviour to learn situations, and take change of routine in their stride.
Prime area: Communication and Language (CL)		
Listening and attention	Understanding	Speaking
<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Listen to and enjoy rhythmic patterns in rhymes and stories. • Develop listening skills and join in with actions or vocalisations. • Listen to the sounds adults make when they read stories. • Recognise and respond to many familiar sounds. • Play with sounds, songs and rhymes. • Listen to others one to one or in small groups, when conversation interests them. • Listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipates 	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Develop understanding of language in order to; select familiar objects by name, find objects when asked, or identify objects from a group. • Understand simple sentences. • Identify action words by pointing to the right picture/symbol • Understand more complex sentences. • Understand 'who', 'what', 'where' in simple questions. • Develop understanding of simple concepts. • Understand the use of objects (e.g. "<i>What do we use to cut things?</i>") • Show an understanding of prepositions such as 	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Copy familiar expressions. • Put two words/symbols together • Use different types of everyday words. • Ask simple questions. • Talk about people and things that are not present. • Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Hold a simple conversation • Learn new words and be encouraged to use them in communicating. • Use a variety of questions.

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<p>key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none">• Follow directions within the class routine.• Develop ability to maintain attention, concentrate and sit quietly during appropriate activity.	<p>'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none">• Respond to simple instructions.• Begin to understand 'why' and 'how' questions.• Respond to instructions involving a two-part sequence.• Understand humour.• Able to follow a story without pictures or props.• Listens and responds to ideas expressed by others in conversation or discussion.• Follow instructions involving several ideas or actions.• Answer 'how' and 'why' questions about their experiences and in response to stories or events.	<ul style="list-style-type: none">• Use simple sentences.• Use word endings.• Begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).• Retell a simple past event in correct order.• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.• Question why things happen and give explanations.• Use a range of tenses.• Use intonation, rhythm and phrasing to make the meaning clear to others.• Use vocabulary focused on objects and people that are of particular importance to them.• Build up vocabulary that reflects the breadth of their experiences.• Use talk in pretending that objects stand for something else in play.• Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Use language to imagine and recreate roles and experiences in play situations.• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.• Use past, present and future forms when talking about events that have happened or are to happen in the future.
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Prime area: Physical Development	
Moving and handling	Health and self-care
<p>Pupils will have opportunities to develop gross motor skills in order to:</p> <ul style="list-style-type: none"> • Transfer safely from one position to another in lying, sitting or standing (independently or with assistance) • Walk upstairs and downstairs independently and alternate feet • Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. • Move freely and with pleasure and confidence in a range of ways, such as slithering, rolling, crawling, walking, running, jumping, skipping, sliding, hopping. • Stand momentarily on one foot when shown. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Kick a large ball. • Catch a large ball. <p>Pupils will have opportunities to develop fine motor skills in order to:</p> <ul style="list-style-type: none"> • Balance blocks to build a small tower. • Make connections between their movement and the marks they make. • Hold 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. • Turn pages in a book, sometimes several at once. 	<p>Pupils will have opportunities to develop eating and drinking skills in order to:</p> <ul style="list-style-type: none"> • Develop own likes and dislikes in food and drink. • Try new food textures and tastes. • Develop independent eating and drinking skills • Hold a cup with both hands • Feed self competently with spoon. • Drink without spilling. <p>Pupils will have opportunities to develop self care skills in order to:</p> <ul style="list-style-type: none"> • Take socks and shoes off in preparation for an activity • Help with clothing, e.g. put on hat, zip on jacket, take off unbuttoned shirt/cardigan • Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zip once it is fastened at the bottom. • Dress self independently • Communicate need for the toilet or to be changed. • Attend to toileting needs with minimal support • Wash and dry hands and understand why this is important. <p>Pupils will have opportunities to learn about health and personal care in order to:</p> <ul style="list-style-type: none"> • Recognise danger and seek support of significant adults for help. • Observe the effects of activity on their bodies. • Understands that equipment and tools have to be used safely.

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<ul style="list-style-type: none"> • Show control in holding and using jugs to pour, hammers, books and mark-making tools. • Use three fingers (tripod grip) to hold writing tools • Imitate drawing simple shapes such as circles and lines. • Show a preference for dominant hand. • Draw lines and circles using gross motor movements. • Use one-handed tools and equipment. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Use anticlockwise movement and retrace vertical lines. • Hold pencil between thumb and two fingers and form recognisable letters. 	<ul style="list-style-type: none"> • Eat a healthy range of foodstuffs and understands need for variety in food. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Show understanding of how to transport and store equipment safely.
Specific Area: Literacy	
Reading	Writing
<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Develop an interest in books and rhymes and show preferences for favourites. • Enjoy favourite stories, rhymes, songs, poems or jingles. • Repeat words or phrases from familiar stories. • Fill in the missing word or phrase in a known rhyme, story or game. • Enjoy rhyming and rhythmic activities. • Show awareness of rhyme and alliteration. • Listen to and join in with stories and poems in one-to-one and also in small groups. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begin to be aware of the way stories are structured. • Suggest how the story might end. • Listen to stories with increasing attention and recall. 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Distinguish between the different marks they make. Give meaning to marks as they draw and paint. • Ascribe meanings to marks that they see in different places. • Continue a rhyming string. • Hear and say the initial sound in words. • Can segment the sounds in simple words and blend them together. • Link sounds to letters, naming and sounding the letters of the alphabet. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Write own name and other things such as lists, labels, captions.

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<ul style="list-style-type: none"> • Describe main story settings, events and principal characters. • Show interest in illustrations and print in books and print in the environment. • Recognise familiar words and signs such as own name and advertising logos. • Look at books independently. • Handle books carefully. • Know information can be relayed in the form of print. • Hold books the correct way up and turns pages. • Know that print carries meaning and, in English, is read from left to right and top to bottom. • Continue a rhyming string. • Hear and say the initial sound in words. • Segment the sounds in simple words and blend them together and know which letters represent some of them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Read familiar words. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoy an increasing range of books. • Know that information can be retrieved from books and computers. 	
Specific area: Maths	
Numbers	Shape, Space and Measure
<p>Pupils will have the opportunities to develop their awareness of objects and numbers to be able to:</p> <ul style="list-style-type: none"> • Be aware that objects exist even when out of sight • Organise and categorise objects • Say some counting words randomly 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • To explore shapes, e.g. fit shapes into spaces on inset boards or jigsaw puzzles. • Use blocks to create their own simple structures and arrangements. • Experiment with filling and emptying containers.

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| <ul style="list-style-type: none">• Select a small number of objects from a group when asked• Recite some number names in sequence.• Create and experiment with symbols and marks representing ideas of number.• Begin to make comparisons between quantities.• Use some language of quantities, such as <i>'more'</i>• Know that a group of things changes in quantity when something is added or taken away.• Use some number names and number language spontaneously.• Use some number names accurately in play.• Recite numbers in order to 10.• Know that numbers identify how many objects are in a set.• Begin to represent numbers using fingers, marks on paper or pictures.• Match numeral and quantity correctly.• Show curiosity about numbers by offering comments or asking questions.• Compare two groups of objects, saying when they have the same number.• Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.• Show an interest in numerals in the environment.• Count actions including steps, claps or jumps.• Recognise some numerals of personal significance.• Recognise numerals 1 to 5.• Counts actions or objects which cannot be moved.• Select the correct numeral to represent 1 to 5, then 1 to 10 objects.• Count an irregular arrangement of up to ten objects.• Estimate how many objects they can see and check by counting them.• Use the language of <i>'more'</i> and <i>'fewer'</i> to compare two sets of objects.• Say the number that is one more than a given number.• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.• Record using marks that they can interpret and explain.• Begin to identify own mathematical problems based on own interests and fascinations. | <ul style="list-style-type: none">• Associate a sequence of actions with daily routines.• Begin to understand that things might happen <i>'now'</i>.• Notice simple shapes and patterns in pictures.• Begin to categorise objects according to properties such as shape or size.• Use the language of size.• Understand some talk about immediate past and future; e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>.• Anticipate specific time-based events such as mealtimes or home time.• Explore shape and space by playing with shapes or making arrangements with objects.• Show awareness of similarities of shapes in the environment.• Use positional language.• Explore shape through construction activities or by talking about shapes or arrangements.• Use shapes appropriately for tasks.• Talk about the shapes of everyday objects; e.g. <i>'round'</i> and <i>'tall'</i>.• Select a particular named shape.• Describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.• Order two items by length or height, weight or capacity.• Use familiar objects and common shapes to create and recreate patterns and build models.• Use everyday language related to time.• Use everyday language related to money.• Order and sequence familiar events. |
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Specific area: Understanding the World		
People and communities	The world	Technology
<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Develop their curiosity about people and show interest in stories about themselves and their family. • Enjoy pictures and stories about themselves, their families and other people. • Develop a sense of their own immediate family and relations. • Develop pretend play and imitate everyday actions and events from own family and cultural background. • Develop friendships • Learn that they have similarities and differences that connect them to, and distinguish them from, others. • Show interest in the lives of people who are familiar to them. • Talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. • Find out about different occupations and ways of life. • Develop understanding of some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. • Talk about past and present events in their own 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remember where objects belong. • Match parts of objects that fit together, e.g. puts lid on teapot. • Play with small-world models such as a farm, a garage, or a train track. • Develop awareness of their own environment and notices detailed features of objects • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. • Look closely at similarities, differences, patterns and change. 	<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Respond to repeated sounds, sights and actions with anticipation e.g. when an adult demonstrates an action toy several times. • Explore toys with buttons, flaps and simple mechanisms and begin to learn to operate them. • Operate simple switch toys. • Acquire basic skills in turning on and operating some ICT equipment. • Operate mechanical toys; e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Know how to operate simple equipment, e.g. turn on CD player and use remote control. • Explore and operate technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Develop understanding of how we can use computers. • Complete a simple program on a computer. • Use ICT hardware to interact with age-appropriate computer software.

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<ul style="list-style-type: none"> lives and in the lives of family members. • Know that other children don't always enjoy the same things, and are sensitive to this. • Know about similarities and differences between themselves and others, and among families, communities and traditions. 		
Specific Area: Expressive Arts and Design		
Exploring and using media and materials		Being imaginative
<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Move to music, listen to and join in rhymes or songs. • Use movement to make marks. • Join in singing favourite songs. • Create sounds by banging, shaking, tapping or blowing. • Explore musical instruments and their sounds. • Experiment with blocks, colours and marks. • Joining in with dancing and ring games. • Sing familiar songs. • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore and learn how sounds can be changed. • Explore colour and how colours can be changed. • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Explore and describe the texture of things. • Use various construction materials; stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. 		<p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • Express self through physical action and sound. • Develop pretend play • Use representation to communicate, e.g. drawing a line and saying 'That's me.' • Develop preferences for forms of expression. • Use movement to express feelings. • Create movement in response to music. • Make up rhythms and simple songs. • Imitate adults through their observations and then doing it spontaneously when the adult is not there. • Engage in imaginative role-play based on own first-hand experiences. • Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Use available resources to create props to support role-play. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Create simple representations of events, people and objects. • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Choose particular colours to use for a purpose. • Introduce a storyline or narrative into their play.

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- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

- Play alongside other children who are engaged in the same theme.
- Play cooperatively as part of a group to develop and act out a narrative.