



EYFS Curriculum Map – Shardlow Primary School

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Animals	It's a Celebration	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow
Phonics Focus (Read Write Inc)	Set 1 sounds Oral blending	Set 1 sounds Oral blending	Set 1 special friends Secure blending Reading ditties	Set 1 special friends Secure blending Reading red books	Set 2 Secure blending of consonant blends Reading green books	Set 2 Secure reading of set 2 sounds Reading purple books
Reading	Talk Through Stories	Talk Through Stories	Talk for Writing	Talk Through Stories	Talk Through Stories	Talk Through Stories
Maths focus (White Rose Maths)	Subitising, matching, comparing, comparing amounts, exploring size, pattern, counting	Representing numbers to 5, composition of numbers to 5, spatial awareness, one more/one less, 2D shape, time	Number bonds to 5, weight and capacity, representing and composition of 6,7,8, combining two groups, adding more	Length and height, representation and composition of 9 & 10, ordering numbers, 3D shapes, number bonds to 10, pattern	Building numbers beyond 10, counting patterns, spatial awareness- tangram puzzles, adding more	Consolidating key skills, taking away, doubling, sharing and grouping, even and odd
PSED focus (PSHE Matters)	Being Me and Being Healthy	Relationships and Bullying	Exploring Emotions & SRE	Difference and Diversity	Being Responsible and Being Safe	Growing Up and Changes
Understanding the World	Animals- Woodland, Ocean, Jungle, Farm Mother animals and their young Harvest	The Gunpowder Plot Diwali Celebrations Toys and Games in the past Christmas	The Weather The 4 Seasons Our environment- recycling and oceans	Day and Night Light sources Shadows Nocturnal animals Easter	Shardlow, London, Antarctic, Africa Life in other countries Physical/Human geographical features Map work	The life cycle of a Butterfly The life cycle of a Frog Bees and pollination Growth – planting and life cycles of a sunflower
Expressive Arts and Design	Colour Mixing - primary and tertiary colours	Salt dough Diva Lamps Christmas gifts	Cooking	Jackson Pollock	Junk Modelling	Weaving
Computing	Internet Safety & basic skills			Paint (Jackson Pollock link)	Programming- BeeBots	
Music Unit (Charanga)	Me!	Nativity Performance	My Stories	Everyone!	Our World	Big Bear Funk
PE Unit (TLG PE)	All about me	Tai Chi (Year A) Celebrations (Year B)	Superheroes (Year A) Stick Fit (Year B)	The Sea	Transport	Down on the farm
RE (SACRE)		What times are special and why?	Which people are special and why?	What stories are special and why?	What is special about our world?	What places are special and why?
Enrichment Opportunities	Shardlow Inland Port Festival Harvest Festival Shardlow farm visit	The Open Centre – Hindu artefacts Nativity performance Theatre Trip	Arts Week (Year B) Children's Mental Health Week	Science Week (Year A?) World Book Day	Local Area Walks	Sports Day School Trip

What does Communication and Language look like in Reception?



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
Understanding why listening is important and how to listen carefully.	Understand how to listen and why it is important.	Learn and re-tell familiar, traditional stories.	Show strong listening skills and explain why listening is important.	Learning and using new vocabulary related to the topic and stories.	Innovating a story based on known story structures.
Learning and using new vocabulary related to the topic and stories.	Use new vocabulary throughout the day and in our play.	Learn and use storybook language.	Show sustained focus when listening to the teacher, e.g. during story time for a prolonged period of time.	Describing events in detail, such as a school trip or village walk.	Experimenting with rhyme – even if it doesn't make sense!
Developing social phrases through new daily routines.	Learning and using new vocabulary related to the topic and stories.	Understand how a story is structured using story maps and story mountains.	Using time connectives to describe events in detail.	Reading alternative versions of familiar stories (such as We're Going on a Bear Hunt).	Learning and using new vocabulary related to the topic and stories.
Daily story time and quality Literacy texts.	Engaging in non-fiction texts about different Celebrations.	Predicting and joining in with repeated refrains in stories.	Articulating our ideas and thoughts in well-formed sentences.	Listening attentively and respond with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Offering explanations for why things might happen, making use of recently introduced vocabulary.
Listening to and talking about stories to build familiarity and understanding.	Re-telling stories such as Rama and Sita and Stick Man.	Reading alternative versions of familiar stories (such as 'The Runaway Pancake'.	Learning and using new vocabulary related to the topic and stories.	Making comments about what we have heard and ask questions to clarify our understanding.	Expressing our ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.
Re-telling stories using repetition and our own words.	Asking questions to find out more information.	Learning about the role of prosody in our reading and re-telling of stories.	Re-telling stories with increasing detail, with some exact repetition and some of our own words.	Holding conversation when engaged in back-and-forth exchanges.	
Performing at the Harvest Festival.	Continue to use social phrases, increasing in independence.				
	Learning songs for our Nativity performance.				

The development of spoken language underpins all 7 areas of learning and development. Children develop their communication and language skills through quality back-and-forth interactions, daily story time reading quality stories, non-fiction texts and poems, 'Share a Story', 'word of the day', PSHE, role play, singing, talk through stories, talk for writing, group discussions and partner talk. Adults model talk and embed new vocabulary to support the children to thrive.

(See *Literacy* for texts)

What does Personal, Social and Emotional Development look like in Reception?



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing Animals PSHE Matters: Being Me and Being Healthy Seeing ourselves as valuable individuals. Noticing that we are all different and that is what makes us special. Expressing our feelings. Understanding that other people have feelings too. Building new relationships. Settling in at a new school and routine. Knowing and talking about the different factors that support our overall health and wellbeing, including toothbrushing, healthy eating, exercise, sleep, sensible amounts of 'screen time'.	It's a Celebration! PSHE Matters: Relationships and Bullying Expressing our feelings and considering the feelings of others. Exploring what makes a good friend and how we can show kindness. Thinking about the perspective of others. Forming positive attachments with adults and peers. Understanding what bullying is. Begin to come up with solutions to minor disputes, without needing a grown up to help.	Tell me a story PSHE Matters: Exploring Emotions and SRE Exploring different feelings and talking about what makes us sad/happy/angry etc. Showing resilience and perseverance in the face of challenge. Identifying and moderating our own feelings socially and emotionally. Developing empathy with our peers. Developing strategies to manage our emotions, such as staying calm. Understanding the importance of saying sorry.	Reach for the stars PSHE Matters: Difference and Diversity Exploring what makes us different. Talking about how we can make all children in the class feel valued and accepted. Exploring diversity through stories and showing respect and acceptance towards others. Thinking about the perspectives of others. Talk about ways that we can learn from each other. Discuss why some people might be treated unfairly. Developing positive relationships with everyone.	Around the world PSHE Matters: Being Safe and Being Responsible Explaining the reasons for rules, knowing right from wrong and behaving accordingly. Discussing how we can look after each other, ourselves, our school and our community. Discussing ways in which we can show care to our environment. Treating each other with kindness and respect. Knowing when to use our manners, saying please and thank you as a sign of respect. Exploring how we can keep ourselves safe. Taking small risks so we can learn from our mistakes.	Ready, steady, grow! PSHE Matters: Growing Up and Changes Exploring how we have changed since we were babies. Talking about the different stages of the human life cycle. Managing our own basic hygiene and personal needs. Building our confidence and independence. Setting personal goals and being able to wait without acting on impulse. Preparing to become Year 1 learners.

PSED is developed throughout the year through daily routines, personal hygiene, building relationships with others, building confidence, developing empathy, considering others' feelings, concentrating on tasks and being accepting of others differences and needs.

What does Physical Development look like in Reception?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
Gross Motor	Talking about the different factors that affect our overall wellbeing (see PSED). Developing our movement, balance, riding and ball skills. Using large muscle movements. Using our core muscle strength to achieve good posture when sitting.	Combining different movements with ease and fluency. Learning 'Tai Chi' (Year A). Learning a Diwali dance (Year B). Further developing the skills we need to manage the school day successfully, such as lining up, dressing and meal times. Developing fundamental movement skills.	Focusing on our balancing skills. Using apparatus to balance. Developing overall body strength, balance and co-ordination in gymnastics (Year A). Continuing to refine fundamental movement skills. Co-ordinating gross motor skills in Stick Fit lessons (Year B).	Progressing towards a more fluent style of moving with developing control and grace. Developing balancing skills in isolation. Further developing our co-ordination and agility skills through games and movement.	Safely using a range of indoor and outdoor apparatus alone and in groups. Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Developing confidence, competence and confidence when engaging in activities that involve a ball. Negotiating space and obstacles safely, with consideration for ourselves and those around us. Demonstrating strength, balance and coordination when playing.
Fine Motor	Finding a preference for a dominant hand. Developing motor skills through activities such as Dough Disco and Squiggle While You Wiggle. Learning the correct way to hold a pencil. Becoming increasingly independent in getting dressed and undressed.	Showing a preference for a dominant hand. Using a comfortable pencil grip when holding pencils and beginning to write.	Using one handed equipment with increasing control. Developing a handwriting style which is fast, accurate and efficient. Becoming increasingly independent in dressing and undressing, including zips.	Forming letters correctly independently using letter rhymes. Beginning to show accuracy and care when drawing and mark-making.	Having a secure, comfortable pencil grip when writing. Showing good control when using small tools (e.g. cutting straight lines). Drawing recognisable pictures.	Using a range of small tools such as scissors, pencils, paint brushes and cutlery effectively. Showing accuracy and care when writing and drawing. Showing independence in dressing and undressing.

Physical development is enhanced throughout the year as the children have access to the outdoor area and equipment such as bikes, scooters and trim trails daily. Weekly Forest School sessions are planned into the timetable. 'Funky Finger' activities are planned into the provision on a weekly basis.

	What does Literacy look like in Reception? <i>See also 'Communication and Language'</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
Word Reading (Read, Write, Inc.)	Learn set 1 sounds: m a s d t i n p g o c k u b f e l sh h r j v w x y z th ch qu ng nk Play 'Fred Games' to practise oral blending.	Recap any single letter alphabet gaps from the Autumn 1. Learn to blend orally using single alphabet sounds.	Set 1 special friends – sh, th, ch, qu, ng, nk Secure blending of words using single Set 1 sounds (WT 1.1-1.5) Read 'ditties' and or red storybooks.	Read Red storybooks Recap Set 1 special friends: sh, th, ch, qu, ng, nk Secure blending of words containing set 1 special friends (WT 1.4-1.6). Begin to learn Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, ir, air, ou, oy.	Read Green storybooks Secure blending of consonant blends (WT 1.7) Learn Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, ir, air, ou, oy.	Read Green/Purple storybooks Secure Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, ir, air, ou, oy.
Writing	Learning to write our names accurately. Mark making to give meaning. Writing the initial sound of words.	Writing short CVC words using Set 1 sounds, such as top, fox, van, rat. Beginning to write short captions/sentences such as "the pot is hot". Continuing to form letters correctly.	Writing 'red' words such as 'the' and 'said' in our writing. Working towards writing longer sentences using capital letters and full stops. Using digraphs learnt in Phonics.	Forming lower case and capital letters correctly. Writing short sentences with words with known sound- letter correspondences using a capital letter and full stop. Including set 2 sounds in our writing.	Learning to re-read what we have written, to check it makes sense. Continuing to work on using capital letters, full stops and finger spaces in our sentences with increasing independence.	Writing recognisable letters, most of which are correctly formed. Spelling words by identifying sounds in them and representing the sounds with a letter or letters. Writing simple phrases and sentences that can be read by others.
Quality Texts	Talk Through Stories 7 (6 transition week) The Colour Monster goes to school A little bit brave Tiddler Elmer Farmer Duck The Scarecrow's Wedding	Talk Through Stories 7 Room on the Broom The Best Diwali Ever Perfectly Norman Cake! Stick Man One Snowy Night	Talk for Writing 6 The Three Little Pigs We're going on a bear hunt The Gingerbread Man The Runaway Pancake Jack and the Jellybeanstalk The Little Red Hen	Talk Through Stories/ Talk for Writing 5/6 The Way Back Home Whatever Next! Aliens Love Underpants Can't you sleep, little bear? Missing Richmond Sonya's Chickens	Talk Through Stories 5/6 Handa's Hen The Lion Inside Lost and Found The Koala who could There's a snake in my school! Katie in London	Talk Through Stories 7 I'm in charge! Frockodile Slow Samson The Slightly Annoying Elephant Supertato! The Rapping Princess The Wall and the wild
The validated scheme 'Read Write Inc.' is used with fidelity at Shardlow to teach Phonics in EYFS and KS1. Quality texts are used (see Communication and Language) to support the development of reading, writing and comprehension. Children develop a love of reading through many initiatives such as Share a Story, Talk through Stories, daily story time and visits to the local Library. In all our reading initiatives we aim to provide children with a 'window' and a 'mirror' to ensure that children see themselves in stories, but also so <u>all</u> children are seen.						

*teacher planning

'Share a Story' texts in Reception



What does Maths look like in Reception?



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
Recall fact: subitising, counting and number nursery rhymes	Recall fact: subitising, counting and number nursery rhymes	Recall fact: one more than/one less than, addition facts to 5	Recall fact: number bonds to 10	Recall fact: consolidating prior recall facts	Recall fact: doubles
Subitising numbers to 5.	Representing numbers 1 2 and 3 in different ways.	Exploring the composition of numbers to 5.	Talking about time and sequencing events.	Building numbers beyond 10.	Doubling numbers within 10.
Matching numbers and objects.	Exploring the composition of numbers using 5 frames and part-whole models.	Learning number bonds to 5.	Representing numbers 9 and 10.	Exploring the representation and composition of numbers 10-20.	Sharing and grouping.
Sorting objects based on their colour/size/shape.	Developing spatial awareness skills using positional language.	Exploring weight and capacity and using mathematical language to compare.	Exploring the composition of numbers 9 and 10, including even and odd numbers and doubles to 10.	Understanding counting patterns beyond 10.	Odd and even numbers and counting patterns.
Ordering and comparing amounts (more/fewer).	Representing numbers 4 and 5.	Representing 6, 7 and 8.	Ordering and comparing numbers within 10.	Selecting, rotating and manipulating shapes to develop spatial reasoning skills.	Identifying units of repeating patterns and creating our own pattern rules.
Comparing and ordering size.	Exploring the composition of numbers 4 and 5.	Exploring the composition of 6, 7 and 8.	Exploring, naming and using mathematical language to describe 3D shapes.	Composing and decomposing shapes to recognise that shapes can have other shapes within it, just like numbers can.	Replicate and build scenes and constructions.
Measuring using non-standard units.	Understanding the one more/one less relationship between numbers.	Exploring length and height.	Creating and re-creating repeating patterns.	Adding more.	Describe positions.
Making and repeating simple AB/AAB/ABB patterns.	Exploring and naming 2D shapes.		Learning number bonds to 10.	Taking away.	Give instructions to build.
Counting using 1:1 correspondence.	Days of the week.		Reciting number bonds to 10.		Explore mapping and represent maps with models.
	Sequencing events.				

At Shardlow, we use the White Rose Maths scheme of work to guide teaching and learning. Enhancements from the NCETM and Numberblocks help deepen our learning further. Recall facts also include recognition of numerals, 2D shapes and 3D shapes weaved into the weekly planning.

	What does Understanding the World look like in Reception? For Geography leader/For History Leader/For Science Leader/For RE leader					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
The Natural World	Knowing where Woodland animals live and describing their habitat. Knowing where sea creatures live and describing their habitat. Knowing where jungle animals live and describing their habitat. Identifying animals that live on a farm and what their job is on the farm. Exploring where baby animals come from. Identifying mother animals and their young. Exploring where food comes from and the festival of Harvest.		Describing what we see, hear, and feel outside. Drawing attention to the weather and how the weather changes over the seasons. Learning about the 4 different seasons and naming them. Understanding the effect of the changing seasons on the world around us. Exploring what clothes to wear in different weather/seasons and talking about materials. Understanding the importance of recycling and the impact this has on our environment. Learning about plastic pollution in the Ocean.	Exploring differences between day and night time. Discussing how we prepare for the day and night. Knowing what 'nocturnal' means and exploring animals that are nocturnal. Exploring where light comes from, both manmade and natural light sources. Watching our shadows in the sunshine.	Exploring our local area (Shardlow) on walks and through maps. Learning what a continent is. Describing and comparing places around the world such as Africa, Antarctica, Australia, and the UK. Identifying countries on a globe. Using maps to describe our immediate environment. Learning about London and some landmarks such as Big Ben, The London Eye, London Zoo, and the Underground. Learning about The Antarctic. Learning about Australia and The Great Barrier Reef. Exploring different animals that live around the world, and why they live in certain places.	Learning about the life cycle of a butterfly. Making observations of caterpillars transform into butterflies. Exploring the life cycle of a frog. Planting sunflowers. Exploring the life cycle of a sunflower. Making observations of our sunflowers over time. Learning about Bees and the impact they have on the natural world. Exploring how we have changed since we were babies [PSHE].



Past and Present		Learning about Guy Fawkes and the history of Bonfire Night. [The beginning of early political history] Looking at toys and games that were used to celebrate in the past. [E.g., Birthdays, what happened when I was 2?] Respecting and remembering those who fought in the War on Remembrance Day.			Using images to learn what Shardlow was like in the past. Learning about certain heritage buildings in Shardlow and what they were used for in the past.	
	Children in Reception develop the foundations of their chronological understanding in various ways. They develop an awareness of immediate time, e.g. tomorrow, yesterday and through language and vocabulary. We learn the days of the week and months of the year. We have a 'timeline of Trent Class' on display where we look at pictures from September to July to develop an understanding of the past. We have stories in our classroom that help us to explore the past and also have carefully chosen some texts in 'Share a Story' to teach the children about History.					
People, Culture and Communities		Exploring the festival of Diwali. Knowing that Diwali is the festival of light. Learning about Rama and Sita and the story of Diwali. Knowing that different people have different beliefs and cultures and being respectful of this. Exploring and talking about symbols of Diwali, such as Rangoli patterns and Diva Lamps. Learning that some places are special to members of their community. Exploring different celebrations from around the world, differing cultures and religions.	Learning what people are special in Christianity, and why they are special.	Learning about the Christian story of Easter and understanding why this story is special to Christians. Exploring how Easter is celebrated by Christians.	Learning about our world and what makes it so special.	Learning about what Religious places are special and why.
	The children in Reception have a weekly Forest School session to enhance their learning of the world. Children's personal experiences in the world are enhanced through (e.g.) seasonal village walks, meeting members of society such as the Police, visiting a local Library and visiting the local Church.					

	What does Expressive Arts and Design look like in Reception?					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Amazing Animals	It's a Celebration!	Tell me a story	Reach for the stars	Around the world	Ready, steady, grow!
Art/DT	Knowing and exploring primary colours. Mixing primary colours together to create a new, secondary colour. Painting a picture using primary and self-mixed secondary colours.	Designing a diva lamp using shape and colour. Manipulating salt dough to create a diva lamp shape. Painting and decorating diva lamps according to the design. Evaluating our creations. Creating Christmas gifts to give to our families.	Understanding what makes up a healthy diet. Exploring different healthy foods. Beginning to use simple cooking techniques such as; chopping, whisking, grating, mixing. Making and cooking basic, healthy dishes such as sandwiches, healthy pizzas, fruit salads.	Learning about the artist Jackson Pollock. Exploring Jackson Pollock's 'drip technique'. Creating artwork inspired by Jackson Pollock.	Exploring the structures of different London landmarks. Naming different London landmarks. Deciding what materials to use to make a structure. Using and exploring a variety of materials, tools and techniques to create a structure. Evaluating our structures.	Learning how to weave material. Developing hand-eye coordination. Making patterns using colours when weaving. Evaluating our finished products.
Music	Enjoying familiar nursery rhymes and moving to a tune. Recognising characters and stories within songs. Finding the pulse in a song. Exploring the xylophone and the sounds it makes.	Learning new songs. Performing as part of a large group. Moving to a beat. Performing in front of an audience.	Enjoying listening to music and responding through dancing or other movement. Inventing imaginary characters through dancing. Singing familiar nursery rhymes. Finding the pulse in the song. Using the xylophone to play the beat in a song.	Listening to the changes in songs, including the speed. Improvising and playing classroom instruments. Singing and learning to play instruments to a song. Share and perform music to an audience. Singing familiar nursery rhymes.	Finding the pulse in different ways and showing this through different actions. Copying rhythms and patterns. Exploring the pitch of our voices. Singing songs without the help of backing vocals. Singing familiar nursery rhymes.	Enjoy listening to funk music. Talking about funk music. Tapping along to a beat in a song. Singing a new 'funk' song.
Technology	Learning some simple rules to help keep us safe online, 'stop, close, tell'. Identifying and naming the main parts of a laptop. Identifying and naming the main parts of an iPad/tablet. Using this knowledge to complete a task on a laptop and or iPad.			Using the program 'paint' to create a picture in the style of Jackson Pollock. Knowing the names and uses of three tools: paint bucket, eraser and pencil. Using a mouse to 'click and drag' to create the picture.	Creating simple algorithms to move a BeeBot in different directions. Following a set of instructions to move a BeeBot. Using the BeeBot app to create simple algorithms.	
Home Corner Enhancement	Home Corner	'Party' enhancements [party hats, invitations, balloons, cakes]	Cottage with dressing up/puppets	'Doctors' enhancements	'School' enhancements [Read, Write, Inc. materials, whiteboards, stories, Maths resources]	'Shop' enhancements
Children have the opportunity to engage in role play activities daily in the indoor and outdoor provision. They have daily opportunities to use props, materials and stories to add narratives to their play.						



