

ALL SAINTS' CE Primary School

EYFS Curriculum Map

At All Saints' we Dream, Believe, Achieve

At All Saints' we aim to provide a safe, happy and stimulating learning environment, both in our inside and outside classrooms where, children are taught through high quality play and playful activities. We do this through a balance of teacher and child led activities carefully planned and facilitated from the adult observations of the children's play and knowledge of the individual children's interests.							
Areas of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic The Big Question		Marvellous Me <i>What makes me special?</i>	Superheroes <i>What makes someone an everyday hero?</i>	Traditional Tales <i>What can traditional stories tell us about the past?</i>	Space <i>What is it like beyond our world?</i>	Our Wonderful World <i>What makes our world wonderful?</i>	Watch me Grow <i>How do living things grow and change?</i>
Possible Themes/Interests/ Lines of Enquiry		School routines Me and my Family (changes in living memory) Our School Family Relationships Similarities and differences Where we live – Britain, Newmarket (UK) Our local Area Our senses Autumn /Harvest <i>Seasons and weather</i>	Doctors and nurses (Mary Seacole/Florence Nightingale) Police Firefighters Dentist Vets Builders Post person <i>Seasons and weather</i> Diwali Christmas	Materials Spring <i>Seasons and weather</i> Choices Teamwork Kindness Friendships Baking <i>Seasons and weather</i> Chinese New Year Eid	Day and night/light and dark Nocturnal animals Weather Shadows Stars and moon Space travel – astronauts/rockets/ <i>Moon landing</i> The solar system – planets <i>Seasons and weather</i> Easter	Minibeasts <i>Animals</i> Where does food come from? Differences between places (Hot & cold) Frogs Habitats Water Pollution & conservation <i>Seasons and weather</i>	Life cycles Plants Animals – frog/caterpillar/chicks Humans – how have we grown? Body Parts Healthy Eating <i>Seasons and weather</i> Summer Transition
and Language	Listening attention and understanding	- Listen carefully and why listening is important. – establishing routines/ class rules - Follow 1 step instructions. - Develop social phrases	- Understand how to listen carefully and why listening is important. - Talk about what they are doing and why. - Ask questions to find out more and to check they understand what has been said to them. - Engage in story times. – discuss what might happen next. - Engage in non-fiction books. - Follow instructions - Maintain attention in whole class scenarios.	- Engage in non-fiction books. - Follow instructions with 2 parts. - Understand why questions. - Maintain attention during an activity. - Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. – traditional stories using- story maps, mini worlds, roleplay. - Listen to and talk about stories to build familiarity and understanding.	- Listen to others whilst engaged in another task. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Engage in non-fiction books. – information about Space. - Understand how, why and where questions.	- Engage in non-fiction books. – use contents page to find information about a minibeast. Talk about what they have found out. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use minibeast specific vocabulary. - Discuss routes and location using positional language. - Make comments about what they have heard and ask questions to clarify their understanding.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Show an ability to follow instructions involving several ideas or actions.
	Speaking	- Use talk to organise thoughts. - Respond to questions asked by adults and peers.	- Describe events in some detail. - Begin to recount past events. - Begin to use tenses. - Engage in conversation with others. - Use talk within their play.	- Start and hold a short conversation with others - Articulate their ideas and thoughts in well-formed sentences. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	- Know how to ask a question rather than comment. - Connect one idea or action to another using a range of connectives. - Express their ideas and feelings about their experiences	- Develop social phrases. - Offer explanations for why things might happen. - Use full sentences. - Use language to reason	- Often participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabular - Use past, present and future tenses as well as conjunctions, with modelling and support from their teacher.
	Use new vocabulary throughout the day. Use new vocabulary in different contexts.						
Communication		Year 1: Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Consider and evaluate different viewpoints, attending to and building on the contributions of others Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English.					

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Personal, Social and Emotional Development 	• See themselves as a valuable individual. – what makes me unique • Identify their own feelings • Make up and understand classroom rules. • Play with other children – building new friendships • Manage their own needs. Putting their book bag and coat away, accessing resources, dressing, toileting, washing hands, eating, drinking when thirsty, taking jumper off if hot, zones of regulation. • How to ask for help for themselves or others, and to keep trying until they are heard. • Know who can help them at home, school and in the community. • Safety and hazards around Newmarket – railway, ponds, roads etc		• Show resilience and perseverance in the face of challenge. • Know how to keep healthy • Express their feelings and consider the feelings of others • Build constructive and respectful relationships. – play cooperatively • To follow instructions		• Think about our relationships and the perspectives of others. • Identify and moderate their own feelings socially and emotionally. • To understand how we change • How to keep safe in the sun • Know how to keep healthy	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.					
PSHE: Year 1	Relationships Families & People Who Care for Me Caring Friendships	Respectful Relationships Online Relationships Being Safe	Living in the Wider World (including Britain) Shared Responsibilities	School Community Environment, Media & Money	Health & Wellbeing Mental Wellbeing Health & Fitness	Healthy Eating Our Bodies Basic First Aid
Physical Development 	• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes - eating, personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. – moving in different ways • Inside and outside apparatus • Drawing and mark making		• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities • Dough Disco • Begin to use correct letter formation • Use the tripod pencil grip		• Combine different movements with ease and fluency • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Balance bike course.	
	N.B These skills are developed during weekly PE sessions, continuous provision and specific activities. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Year 1	Locomotion: running and jumping	Dance: my moves, my brilliant body	Gymnastics: individual movements and balances	Ball skills: sending, receiving and dribbling	Health and Wellbeing: the effects of exercise	Athletics
Phonics	Phase 1/2	Phase 2	Phase 3		Phase 4	
Literacy 	• Hear general sound discrimination, identify rhythm, rhyme, alliteration and begin to be able to orally blend and segment simple words. • Know that print carries meaning • Know a letter, word and a sentence. • Begin to read individual letters by saying the sounds for them. • Recognise their name and start to write their name	• Be able to orally blend and segment simple words. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Write their name • Mark makes in their play • To begin to write the sounds they can hear in words. – labels for models, and in continuous provision.	• Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words • To use their phonetic knowledge to write simple words and sentences. – write labels and captions to go with stories and Information pages. • To use finger spaces. • To write simple sentences – retell stories, write short sentences. Wanted poster	• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • To write simple sentences. – write information page about minibeasts	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. – Water poems, Pirate information, writing about pictures, • Re-read what they have written to check that it makes sense.
Year 1	Handwriting Grammar and Spelling Reading (Whole Class, Group & 1:1)					

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Phonics	Phase 3/4	Phase 5	Phase 5		Phase 5 Phonics screening check	
Drawing Club	Not now Bernard! Farmer Duck Perfectly Norman Gruffalo Granny Avocado Baby Coming to England Poetry-Out and About	The Jolly Postman Supertato Funny bones A Superhero Like You! Zog The Christmas Pine	Cinderella Hansel & Gretel The Three Little Wolves and the Big Bad Pig The Ugly Duckling Jack and the Jelly beanstalk Gingerbread Man The Three Little Pigs	Whatever Next! Beegu Owl Babies How to Catch a Star Peace at Last Here We Are Man on the Moon Poetry: performance/riddles.	The Tiger Who Came to Tea Handa's Surprise We're going on a Lion Hunt Monkey Puzzle Dear Zoo Rumble in the Jungle Poetry-Poems out loud	The Very Hungry Caterpillar Oliver's vegetables The Enormous Turnip Jasper's Beanstalk Superworm From seed to sunflower The Giant Jam Sandwich Ruby's Worry (transition)
Mathematics 	- Match. Sort & Compare amounts - Compare size, mass and capacity - Exploring pattern	- Representing, comparing composition of 1, 2, 3 - One more one less - Circles and triangles - Positional language - Representing numbers to 5 - Shapes with 4 sides <i>Counting in order</i> <i>Counting one to one</i> <i>Subitise</i>	- Numbers 0 - Comparing numbers to 5 - Composition of 4 & 5 - Compare mass - Compare capacity - Numbers 6,7 & 8 - Making pairs <i>Ordering numbers</i> <i>Counting one to one</i> <i>Subitise</i>	- Combining 2 groups - Length & height - Time - Building 9 & 10 - Comparing number to 10 - Bonds to 10 3D Shape - Pattern	- Building Numbers beyond 10 - Counting patterns beyond 10 - Spatial Reasoning – Match Rotate Manipulate - Adding More - Taking Away - Spatial Reasoning - Compose and Decompose <i>Count to 20 and beyond</i>	- Doubling - Sharing and Grouping - Even and Odd - Spatial Reasoning – Visualise and Build - Deepening understanding - Patterns and Relationships - Spatial Reasoning - Mapping
Year 1	Previous Reception Experiences and counting within 100.	- Comparison of quantities and part-whole relationships. - Numbers 0-5 - Recognise, compose and decompose and manipulate 2d & 3D shapes.	- Recognise, compose and decompose and manipulate 2d & 3D shapes. - Number 0-10. - Additive structures.	- Additive structures. - Addition and Subtraction facts within 10.	- Numbers 0-20 - Unitising and coin recognition	- Unitising and coin recognition. - Position and direction - Time
Computing 	- E Safety - Filming/ taking photos - Bee Bots - QR code minibeast facts.					
Year 1	Computing Systems and Networks	Creating Media-Digital Painting	Programming A-Moving a robot	Data and Information-Grouping data	Creating Media-Digital Writing	Programming B-Programming animations
Understanding the World 	- Name parts of the body/sense - Look at similarities and differences - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Describe where they live and what they can see and feel. – Newmarket Autumn walk, Looking at maps. - Significant people-King Charles III. - Look at changes – seasons	- Talk about the lives of people around them and their roles in society. - To understand about the 'special people' who work in our community including ways to get help and how to contact those special people when they need their help, including dialling 999 in an emergency. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters, and events	- Describe different materials. - Recognise some similarities and differences between life in this country and life in other countries – China - Comment on images of familiar situations in the past. – lent, pancake races traditions - Look at changes – seasons winter	- Understand some important processes and changes in the natural world, including the seasons and changing states of matter. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments. - Explore ice and snow - Recognise some environments that are different to the one in which they live. Compare and	- Explore the natural world around them. - Recognise some environments that are different to the one in which they live - Newmarket/Lackford - Compare and contrast minibeasts and their habitats. - Draw information from a simple map. – find minibeasts on the map, make a map of a minibeast world. - Recognise some similarities and differences between life in this country and life in other countries-Kenya. - Observe the changing states of water	- Comment on images of familiar situations in the past -Seaside now and then - Look at plant growth - potatoes - Exploring life cycles of plants, animals and humans. - Look at changes – seasons

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			encountered in books read in class and storytelling.		contrast countryside and town while looking at pigs, Artic while looking at polar bears. - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now.	Floating and sinking	
		Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. NB A 'curiosity cube' will be used for different people to put in objects and artefacts about different places and cultures. This will generate discussions and interest.					
Year 1	Science 	Animals (inc Humans) 5 Senses linked to body parts (sight, smell, touch, listen, taste)	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Everyday Materials Identify and name objects and the material it is made from. Describe and group different materials linked to buildings	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Planting flowers.	Animals (inc Humans) Animal groups and habitats (specifically linked to under the sea)	Plants Observing growth of flowers planted Animals (inc Humans) Measure human body parts (such as arms, legs, feet) and compare my measures with others. Look for patterns between humans.
		Seasons Including changes in weather & day length – looking for signs of Autumn & Winter		Seasons 4 seasons including changes of weather & day length – looking for signs of Winter (end) /Spring		Seasons 4 seasons including changes of weather & day length – looking for signs of Summer.	
	Geography 	Our Local Area - Identify the country and local area where they live. - Use simple maps and aerial photographs. - Recognise familiar landmarks. - Create simple maps using symbols and a key. - Use directional language to describe locations. - Begin to understand the difference between a town, village and city.	Exploring our Local Area - Identify human and physical features of the local area. - Use simple maps, aerial photographs and plans. - Identify key landmarks. - Describe the location of places using directional and positional language. - Use simple compass directions where appropriate. - Create a simple map of the local area.	Exploring Different Places - Identify and describe human and physical features within different story settings. - Compare different environments. - Use maps and symbols to represent a story setting. - Use directional language to describe journeys. - Recognise that places can be different from one another.	Our Planet Earth - Recognise that the Earth is a planet. - Use globes. - Begin to understand the difference between the Earth, Moon and Sun. - Use geographical vocabulary to describe the world.	Our World - Begin to name and locate the seven continents and five oceans. - Identify the four countries of the United Kingdom and their capital cities. - Compare the UK with another country-Kenya. - Identify human and physical features. - Explore hot and cold areas of the world. - Use maps, globes and atlases to locate places. - Describe similarities and differences between different environments.	By the Seaside - Compare a seaside environment with the local area. - Identify physical features such as beaches, cliffs, sea, rocks and sand dunes. - Identify human features such as piers, promenades, harbours and lifeboat stations. - Use maps and aerial photographs to explore seaside locations. - Use simple compass directions and geographical vocabulary. - Explore how people use seaside environments. - Consider how seaside environments can be cared for and protected.

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History 	My History-Then and Now - Develop an understanding of the past through their own and their family's history. - Place events in their own lives in chronological order. Use photographs and personal artefacts as sources of evidence.	Historical Heroes - Learn about significant people (Mary Seacole & Florence Nightingale) who have contributed to our local community. - Compare people and occupations from the past with those of today. - Explore how roles such as police officers, firefighters, doctors and nurses have changed. - Identify similarities and differences between the past and present. - Use photographs, objects and stories as historical sources. - Begin to understand that the way people work has changed over time.	Stories from the Past - Explore how traditional tales can give us clues about the past. - Identify similarities and differences between life in traditional tales and life today. - Explore homes, clothing, transport and everyday life in the past. - Sequence events from a familiar story. - Begin to distinguish between things that are real and fictional when considering the past. - Use historical vocabulary to describe changes over time.	Blast Off to the Past - Learn about Neil Armstrong and the first Moon landing. - Understand that the Moon landing happened in the past. - Place the Moon landing on a simple timeline. - Use photographs and other sources to find out about the Moon landing. - Compare aspects of life in 1969 with life today.	Our local Area: Then and Now - Explore changes in the local environment over time. - Compare photographs of places from the past and present. - Identify changes to buildings, transport and land use. - Use historical sources to investigate changes. - Describe similarities and differences between life in the past and today.	Growing up: Then and Now - Develop chronological understanding through the theme of growth. - Sequence events and stages in a person's life. - Compare life as a baby with life today. - Explore how childhood has changed over time. - Use photographs and objects as evidence. - Consolidate vocabulary relating to chronology and change.
Expressive Arts and Design 	- Take part in pretend play. – role play areas - Explore materials and make their own models – Creative area - Learn Nursery Rhymes. - Mark making inspired by ‘the Dot’ and artist Jackson Pollock - Colour mixing - Make instruments - Draw shapes to represent objects– draw representations of themselves, people and things that are familiar to them. - Show different emotions in drawings/paintings. - Explore different mark making (short/long lines, zig-zags, straight/wavy lines etc).	- Use small worlds to retell stories - Work inspired by Kusama, Mondrian & Kandinsky - Diwali lamps clay , Rangoli Patterns - Have an idea and find resources – Using CP independently - Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas production - Christmas card	- Chinese dragon dance- Everyone - Develop storylines in their pretend play. – role play, mini worlds traditional stories - Return to and build on their previous learning, refining ideas and developing their ability to represent them - in CP - Make a ‘gingerbread’ house. - Three wolves’ houses. - Explore printing using everyday objects. - Choose objects to create particular effects (fork as straw, corrugated card for wood etc) - Explore rubbing over different textures using crayons. - Combine combining materials to make a printing block (collagraph) and produce prints.	- Create collaboratively sharing ideas, resources, and skills. - Easter Garden 3D shape creations - Mother’s Day/ Easter Card - Easter Performance Songs. - Use large hoops as looms to create different planets. - Create shooting stars, meteorites etc. Make rockets with blasting fire (fabric pegging).	- Listen attentively, move to and talk about music, expressing their feelings and responses. – charanga. - Create patterns using leaves, flowers, pebbles, sticks etc. - Look at Goldsworthy’s collages and make their own in the style of the artist. - Look at texture and patterns on minibeasts and other animals. Look at hot/cold colours. - Make collages (butterflies, moths, bees, tigers etc.) - Create collage out of ‘rubbish’.	- Work inspired by Monet water lilies - Watch and talk about dance and performance art, expressing their feelings and responses – watch year six performance - Water cycle composition - Explore different ways of manipulating clay by rolling, pinching, squeezing etc. - Look at different types of seeds and plants and press them into clay to create and imprint. They can paint over it and observe the effects. - Make a trinket dish in a shape of sunflower.

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	- Look at the variety of portraits and what emotions they show. - Drawing own portraits using mirrors. - Look at Patrick Caufield's work, draw outlines of objects.					
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. N.B Creative tools and equipment are always available in Continuous Provision					
Art & DT Year 1	Drawing - Explore the possibilities of different mark making and use the appropriate vocabulary to describe different marks. - Observe different shapes of everyday objects and make a controlled drawing. - Explore the use of shapes in Patrick Caulfield's artwork. - Work collaboratively. Textiles: Fabric faces	Painting - Develop painting techniques using different brush strokes. - Use visual elements of line, shape and colour in our developing work. - Explore how to mix primary colours to achieve secondary colours. - Use short brush strokes when mixing and applying colours. - Explore artwork of Sonia Delauney and her use of colour and shapes.	Printmaking Explore printmaking using everyday objects. Explore creating texture using everyday objects (bubble wrap). Explore different textures by making rubbings. Make a collagraph block using everyday materials. Produce prints using a collagraph block Mechanisms: Wheels and axels.	Textiles Investigate weaving materials and processes. Investigate materials and processes to embellish strips of fabric. Try tools and techniques involved in fabric pegging. Create a hanging by combining and developing ideas. Try out tools and techniques in producing a fabric resist piece of work.	Collage Respond to the work of Andy Goldsworthy. Tear, overlap and stick materials. Identify hot and cold colours. Explore using hot and cold colours when producing an image. Explore how everyday objects can be arranged according to shape and colour to produce a collage. Understand the impact of litter on the environment. Record from our imagination and explore ideas; combine contrasting materials. Select and sort contrasting materials. Food: Focus on fruit, picnics/snacks.	3D Explore different ways of manipulating clay. Explore a range of marks, which can be made by pressing found objects. Apply different clay techniques to produce a 3D object. Apply paint on clay.
Music (Charanga)	Hey You!	Rhythm in the way we walk	In the Groove	Round and Round	Your imagination	Reflect, Rewind& Replay
Christian Values	Vision	Love	Self-Control	Peace	Gentleness	Goodness
RE 	Christianity What does the word 'God' mean?	Judaism Why are some people 'revered'?	Christianity Is it always easy to help someone?	Christianity Does everyone need some help?	Hinduism Is every one of us special?	Judaism What is really important to do?
Year 1	Is it important to belong?		Should everyone learn to pray?	Why do people celebrate?		Should everyone learn to pray?
Inspiration though Enrichment	Dress up for at least one day Take part in a performance Sing as part of a large group Enjoy nature Take part in an event on the Christian Calendar Work in a vertical age group Enjoy the weather Take part in a Nativity celebration		Dress up for at least one day Sing as part of a large group Enjoy nature Take part in an event on the Christian Calendar Enjoy the weather Share an activity at school with a parent Plant seeds and bulbs and see them grow		Enjoy nature Engage with wildlife and Ecology Visit a local habitat Sing as part of a large group Enjoy the weather Grow your own food and eat it Take part in Sports day Take part in a Church Service Teddy bear's picnic School trip	
School trips and visitors	Visit to a local church	Fire truck visit Visits from those in community job roles.	Wonder dome visit			