GRANGE PRIMARY SCHOOL – EARLY YEARS FOUNDATION STAGE CURRICULUM MAP

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Happy to Be Me! **(All About Me)** Seasonal changes Harvest Reception Baseline Assessment	**Help is at Hand** **(Who Helps Us/** **Who Needs Our Help)** Seasonal changes Diwali, Remembrance Day, Christmas	**No Place Like Home** **(All Kinds of Houses & Homes)** Seasonal changes Chinese New Year	**Let's Play!** **(Toys & Games)** Seasonal changes Easter Mother's Day	**If You Go Down To The Woods** **(Growing Things)** Seasonal changes Eid	**Tell Us a Story** **(Fairy Stories & Traditional Tales)** Seasonal changes Father's Day
HOOKS AND HIGHLIGHTS					
	Visits from people who help us e.g. site manager, police officer, firefighter, doctor, nurse Christmas Play Theatre group - pantomime	Local walk Visit from pets	Toys brought in from home Toy Story	Trip to Hyde Hall	Theatre group (TBC)
PARENTAL INVOLVEMENT					
Tapestry Induction / Home visits Curriculum evening	Tapestry Christmas Play Christmas bazaar Consultation meetings	Tapestry	Tapestry Book Look Consultation meetings	Tapestry	Tapestry Summer Celebration Day – Sports / Open Afternoon Reports Induction
OUTDOOR LEARNING					
EYFS outdoor area daily – continuous provision plus topic themed enhancements	Autumn walk EYFS outdoor area daily – continuous provision plus topic themed enhancements	EYFS outdoor area daily – continuous provision plus topic themed enhancements	Spring walk EYFS outdoor area daily – continuous provision plus topic themed enhancements	EYFS outdoor area daily – continuous provision plus topic themed enhancements Hyde Hall trip Planting	Summer walk EYFS outdoor area daily – continuous provision plus topic themed enhancements
COMMUNICATION AND LANGUAGE – LISTENING AND ATTENTION / UNDERSTANDING / SPEAKING					
Listens to others – 1:1, small groups Responds to simple instructions Begins to understand 'why' and 'how' questions Can retell a simple past event in the correct order Uses vocabulary focused on objects and people that are of particular importance to them	Listens to stories with increasing attention and recall Listens and responds to others Begins to use more complex sentences to link thoughts Questions why things happen and gives explanations	Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Extends vocabulary, by grouping and naming, exploring the meaning and sounds of new words	Two-channelled attention – can listen and do for short span Listens and responds to ideas expressed by others in conversation or discussion Links statements and sticks to a main theme or intention Uses language to imagine and recreate roles and experiences in play	Listens attentively in a range of situations Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events Follows instructions involving several ideas or actions Extends vocabulary, by grouping and naming, exploring the meaning and sounds of new words	Expresses themselves effectively, showing awareness of listeners' needs Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Answers 'how' and 'why' questions about their experiences and in response to stories and events

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PHYSICAL DEVELOPMENT – MOVING AND HANDLING / HEALTH AND SELF-CARE					
Moving and handling Uses one-handed tools and equipment, including scissors Holds a pencil between thumb and two fingers, using dominant hand Copies some letters	**Moving and handling** Holds a pencil near point between first two fingers and thumb Begins to form recognisable letters	**Moving and handling** Begins to form recognisable letters Handles construction materials with increasing control	**Moving and handling** Handles tools, objects, construction and malleable materials safely and with increasing control	**Moving and handling** Handles pencils effectively for writing Uses simple tools to effect changes to materials	**Moving and handling** Handles equipment and tools effectively and safely, with increasing control
P.E **Active for Life: Locomotion** Moves freely and with some confidence in a range of ways Negotiates space successfully, adjusting speed or direction	**P.E** **Active for Life: Balance** Experiments with different ways of moving Travels with increasing confidence and skill around, under, over and through balancing and climbing equipment.	**P.E** **Dance: Winter Wonderland/Chinese New Year** Experiments with different ways of moving Negotiates space successfully, adjusting speed or direction Creates movement in response to music	**P.E** **Active for Life: Object Manipulation** Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it – beanbags, different sized balls, targets	**P.E** **Active for Life: Object Manipulation** Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it – beanbags, different sized balls, targets	**P.E** **Dance: The Enormous Turnip** Experiments with different ways of moving Negotiates space successfully, adjusting speed or direction Creates movement in response to music Practise team races for Sports Day Recap skills learnt throughout year
Health and self-care Dresses with help Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	**Health and self-care** Changes for PE independently Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Understands the need for firework safety	**Health and self-care** Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	**Health and self-care** Practices some appropriate safety measures without direct supervision Shows understanding of how to transport and store equipment safely	**Health and self-care** Understands that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	**Health and self-care** Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe, including sun safety Manages own personal needs successfully

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT – SELF-CONFIDENCE & SELF-AWARENESS / MANAGING FEELINGS & BEHAVIOUR / MAKING RELATIONSHIPS					
Self-confidence and Self-awareness Selects and uses activities and resources with help Confident to talk to other children when playing Communicates freely about own home and community	**Self-confidence and Self-awareness** Confident to talk to other children when playing Enjoys responsibility of carrying out small tasks Shows confidence in asking adults for help	**Self-confidence and Self-awareness** Confident to talk to other children when playing Communicates freely about own home and community	**Self-confidence and Self-awareness** Confident to speak to others about own needs, wants, interests and opinions	**Self-confidence and Self-awareness** Describes self in positive terms and talks about abilities	**Self-confidence and Self-awareness** Confident to try new activities, speaks in a familiar group, talks about their ideas and will choose resources
Managing feelings and behaviour Knows that some actions and words can hurt others' feelings Begins to accept the needs of others and can take turns and share resources, sometimes with support Introduce 'Colour Monster'/house team points	**Managing feelings and behaviour** Understands that own actions affect other people Adapts behaviour to different events, social situations and changes in routine Introduce school behaviour scheme – Good to be Green	**Managing feelings and behaviour** Understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise, they have upset them Begins to accept the needs of others and can take turns and share resources	**Managing feelings and behaviour** Understands that own actions affect other people Aware of the boundaries set, and of behavioural expectations in the setting Beginning to be able to negotiate and solve problems without aggression	**Managing feelings and behaviour** Talks about how they and others show feelings Talks about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable	**Managing feelings and behaviour** Works as part of a group or class, and understands and follows the rules Adjusts their behaviour to different situations, and takes changes of routine in their stride
Making relationships Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing	**Making relationships** Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	**Making relationships** Initiates conversations, attends to and takes account of what others say Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	**Making relationships** Initiates conversations, attends to and takes account of what others say Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	**Making relationships** Initiates conversations, attends to and takes account of what others say Explains own knowledge and understanding, and asks appropriate questions of others Take steps to resolve conflicts with other children, e.g. finding a compromise	**Making relationships** Plays co-operatively, taking turns with others Takes account of one another's ideas about how to organise their activity Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children
3D PSHE (Dimensions Curriculum)					
Talking about what we are good at I Like … Me and You Family Fun A Piece of Cake	**Asking for help/who can help you** **What happens when you feel poorly?** Getting in a Knot What a Problem I'm Stuck! I Feel Poorly One Gold Star	**Talking about people who are special to us** **Caring for living things** Nan's House All Join In The New Pet Hide and Seek Clean and Tidy	**Taking turns** It's your Turn Stick to the Rules Playtime Games Busy Body	**Designing a litter bin** **Trying new things** Litter Bug! An Old friend Eid Mubarak! Take the Plunge	**Behaviour and its consequences** **E-Safety** Bully Boy Rainy Days E-Safety, be Safe The Adventures of Smartie the Penguin

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LITERACY – READING / WRITING					
Happy to Be Me!	**Help is at Hand**	**No Place Like Home**	**Let's Play!**	**If You Go Down To The Woods**	**Tell Us a Story**
Narrative Funnybones The Colours of Us The Large Family stories All Join In Elmer	**Narrative** Happy Families stories How to Babysit a Grandad Twinkl – Charlie the Firefighter, The Zoo Vet Rama and Sita (Diwali) The Christmas Story	**Narrative** Peace At Last The Three Little Pigs Rumble In The Jungle The Lighthouse Keeper's Lunch Can't You Sleep, Little Bear? We're Going on a Bear Hunt The Great Race (Chinese New Year)	**Narrative** Kipper's Toybox Where's My Teddy? Toy Story	**Narrative** Pinocchio Hansel and Gretel Jasper's Beanstalk Eddie's Garden One Warm Fox We're Going on a Bear Hunt Brown Bear, Brown Bear We're Going on a Picnic Lighthouse Keeper's Picnic	**Narrative** Jack and the Beanstalk The Gingerbread Man Snow White Cinderella + different versions of each fairy tale
Non-fiction Eyes, Nose, Fingers and Toes Texts about ourselves / the body	**Non-fiction** Texts about people who help us	**Non-fiction** Texts about houses and homes	**Non-fiction** Moving Toys PowerPoint Toy catalogues Texts about toys and games	**Non-fiction** Texts about trees/plants/flowers Sunflower – life cycle Texts about woodland animals Texts about bears	**Non-fiction** How to grow a Beanstalk Gingerbread Man recipe
Poetry Nursery Rhymes All About Me poems	**Poetry** We're Going on a Litter Hunt	**Poetry** Rhyme in Rumble In The Jungle / We're Going on a Bear Hunt	**Poetry** Rhyme in Where's My Teddy? Toys Poems	**Poetry** Rhyme in Brown Bear, Brown Bear	**Poetry**
PHONICS					
Phase 2 sounds Phase 2 high frequency & tricky words	HAPs & MAPs - recap Phase 2 / start Phase 3 LAPs - Phase 2	HAPs & MAPs - Phase 3 LAPs - Phase 2	HAPs & MAPs - Phase 3 LAPs - Phase 2 / start Phase 3	HAPs – recap Phase 3 / start Phase 4 MAPs – recap Phase 3 LAPs – Phase 3	HAPs – Phase 4 MAPs – recap Phase 3 / start Phase 4 LAPs – Phase 3
HANDWRITING (Dedicated weekly handwriting session / Dough Disco / Letter formation: 'Letter-join')					
Pre-cursive patterns Tripod pencil grip Sitting & paper position Name writing – tracing/copying	Name writing	Name writing	Name writing – surname	Name writing – surname Capital letters Number formation	Capital letters Number formation
MATHEMATICS – NUMBERS / SHAPE, SPACE AND MEASURES (White Rose Maths SOL/Numberblocks)					
White Rose Phase 1 'Just Like Me': Match and Sort; Compare Amounts; Compare Size, Mass and Capacity; Exploring Pattern Phase 2 'It's Me 1 2 3': Representing 1,2 & 3; Comparing 1, 2 & 3; Composition of 1, 2 & 3; Circles and Triangles; Positional Language Phase 3 'Light and Dark': Representing Numbers to 5; One More and One Less; Shapes with 4 Sides; Time		**White Rose** 'Alive in 5': Introducing zero; Comparing Numbers to 5; Composition of 4 & 5; Compare Mass; Compare Capacity 'Growing 6, 7, 8': 6, 7 and 8; Making Pairs; Combining 2 Groups; Length and Height; Time 'Building 9 & 10': 9 and 10; Comparing Numbers to 10; Bonds to 10; 3-D Shape; Pattern		**White Rose** 'To 20 and Beyond': Building Numbers Beyond 10; Counting Patterns Beyond 10; Spatial Reasoning (Match, Rotate, Manipulate) 'First, Then and Now': Adding More; Taking Away; Spatial Reasoning (Compose and Decompose) 'Find my Pattern': Doubling; Sharing & Grouping; Even & Odd; Spatial Reasoning (Visualise and Build) 'On The Move': Deepening Understanding; Patterns & Relationships; Spatial Reasoning (Mapping)	

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UNDERSTANDING THE WORLD – TECHNOLOGY / PEOPLE AND COMMUNITIES / THE WORLD					
TECHNOLOGY					
On-going: knows how to operate simple equipment; knows that information can be retrieved from computers; completes a simple program on the computer; interacts with age-appropriate computer software; recognises that a range of technology is used in places such as homes and schools; selects and uses technology for particular purposes					
Begins to control the mouse for click and drag activities iPads/IWB/computers Taking 'selfies' using iPad Technology we use our ears/eyes with Class video – 'All Join In'	Continues mouse control iPads/IWB/computers Technology that helps us do household chores Taking photos using iPad/camera – people who work in school Walkie talkies	Home technology Taking photos using iPad/camera – houses on local walk Pictogram - pets Researching pets Design a palace/castle Exploring torches	Block graph – toys Exploring remote-controlled toys e.g. cars / Beebots 'Toy Story' toys Games – iPads/computer	Taking photos of trees/plants Recording sounds Microscopes Slideshow – 'Big Brown Bear' song Video – favourite picnic food	CD player – traditional tales Paint one of the dwarfs
ONLINE SAFETY (The Adventures of Smartie the Penguin)					
Begins to know the importance of following Online Safety rules Knows what to do if they view content they think is inappropriate or upsetting Learns what a password is and why we use them					
PEOPLE AND COMMUNITIES – HISTORY / RE					
History Shows interest in the lives of people who are familiar to them Remembers and talks about significant events Knows some of the things that makes them unique, and can talk about some of the similarities and differences in relation to friends or family	**History** Shows interest in different occupations and ways of life – people who help us Recognises and describes special times or events for family or friends Talks about Remembrance Day	**History** Compares our homes today with castles – features of castles	**History**	**History** Talks about past and present events in their own lives and in the lives of family members – old TV programs Knows about similarities and differences between themselves and others, and among, families, communities and traditions – link to stories	**History**
R.E Understands that Harvest is an important festival for Christians Shares family customs School assemblies	**R.E** Finds out about Diwali Knows some simple Bible stories: the Nativity (birthdays), the Good Samaritan (showing kindness to others) Talks about the meaning of Christmas and its importance for Christians Story of Babushka Shares family customs School assemblies	**R.E** Finds out about Chinese New Year Knows some simple Bible stories: Jonah and the big fish (animals) Shares family customs School assemblies	**R.E** Knows about Easter traditions and its importance for Christians Knows some simple Bible stories: the parable of the lost sheep (losing something) Shares family customs School assemblies	**R.E** Finds out about Eid Knows some simple Bible stories: Noah's ark (rainbows), Zacchaeus (being small) Creation stories from different religious traditions Shares family customs School assemblies	**R.E** Use traditional tales to talk about how we should treat each other – discuss issues of right and wrong Knows some simple Bible stories Shares family customs School assemblies

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THE WORLD – GEOGRAPHY / SCIENCE					
Geography Comments and asks questions about aspects of their familiar world	**Geography** Comments and asks questions about the place where they live – local area (police/fire station) Finds out about Christmas celebrations around the world	**Geography** Talks about features of their immediate environment Comments and asks questions about aspects of their familiar world – where they live/compare homes	**Geography** Finds out about toys/games from around the world Looks at famous constructions around the world	**Geography** Talks about features of their own immediate environment and how environments might vary from one another – forest maps; woodland/park walk	**Geography**
Science Makes observations of animals – animals that use paws and noses to find food Looks closely at similarities and differences between themselves and others Observes and talks about changes – making bread	**Science** Talks about some of the things they have observed and looks closely at similarities and differences – Autumn walk	**Science** Looks closely at similarities and differences – materials for houses/environments Makes observations of animals – pets/wild animals	**Science** Talks about some of the things they have observed and looks closely at similarities and differences – Spring walk Explores materials/textures – best material for a teddy bear Talks about how things work – moving toys Finds out simple space facts	**Science** Makes observations of animals and plants and explain why some things occur, and talk about changes – planting/living things/habitats Trip to Hyde Hall	**Science** Talks about some of the things they have observed and looks closely at similarities and differences – Summer walk/fruit & vegetables Investigate reflective materials - mirrors
Observes and describes weather throughout the year					
EXPRESSIVE ARTS AND DESIGN – EXPLORING AND USING MEDIA AND MATERIALS / BEING IMAGINATIVE (ART/DT/MUSIC)					
Art Explores colours and how colours can be changed Chooses particular colours for a purpose Creates simple representations of events, people and objects Self portraits Family portraits Design a school badge	**Art** Manipulates/uses a range of media Chooses particular colours for a purpose Creates simple representations of events, people and objects ID badges Fingerprint paintings Clay diva lamps/Christmas crafts	**Art** Manipulates/uses a range of media Experiments with colour and design Experiments to create different textures Patterned wallpaper Class jungle scene Chinese New Year crafts	**Art** Experiments to create different textures Understands that different media can be combined to create new effects Collaging – teddy bear Easter crafts	**Art** Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – leaf rubbings; Van Gogh's Sunflowers; fork printing (panda)	**Art** Creates simple representations of events, people and objects Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Paintings of giants Gingerbread Man story scene
DT Uses various construction materials Joins construction pieces together Collage faces Junk modelling	**DT** Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques Junk modelling – washing machine	**DT** Constructs with a purpose in mind, using a variety of resources Selects appropriate resources and adapts work where necessary Building models of houses Shoe box home for a pet	DT Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using Sock puppet (Sock Thing) Moving toy – Pop-up puppet/ kite	DT Constructs with a purpose in mind, using a variety of resources Selects appropriate resources and adapts work where necessary Lollysticks collage; owl models; picnic blanket	**DT** Uses what they have learned about media and materials in original ways, thinking about uses and purposes Making mirrors Cinderella's crown

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Being imaginative Engages in imaginative role-play based on own first-hand experiences – home corner/families Builds stories around toys Uses available resources to create props to support role-play	**Being imaginative** Engages in imaginative role-play – fire station/police station/ doctors/school office Plays alongside other children who are engaged in the same theme Uses available resources to create props to support role-play	**Being imaginative** Engages in imaginative role-play – Three Little Pigs house / castle/palace/den/tent/building site Plays co-operatively as part of a group to develop and act out a narrative Captures experiences and responses with a range of media, such as music, dance – Chinese New Year	**Being imaginative** Engages in imaginative role-play – toy shop Introduces a story line or narrative into their play Plays co-operatively as part of a group to develop and act out a narrative	**Being imaginative** Engages in imaginative role-play – garden centre/outdoor picnic Introduces a story line or narrative into their play Plays co-operatively as part of a group to develop and act out a narrative	**Being imaginative** Engages in imaginative role-play – baker's shop/shoe shop Introduces a story line or narrative into their play Plays co-operatively as part of a group to develop and act out a narrative Represents their own ideas, thoughts and feelings through dance, role-play and stories Uses what they have learnt about media and materials in original ways, thinking about uses and purposes
FOOD TECHNOLOGY					
Bread-making	Christmas biscuits	Chinese noodles	Sandwich for a toys' tea party	Picnic food	Gingerbread Men
MUSIC					
Sing songs about body parts and use body percussion Sings a few familiar songs Creates movement in response to music	**Sing 'The Very Good Job' song, adding new sound effects** Begins to build a repertoire of songs and dances Explores and learns how sounds can be changed	**Collecting and creating sounds** Explores the different sounds of instruments Sings songs, makes music and dance and experiments with ways of changing them	**Composing sound effects for toys** Explores the different sounds of instruments Represents their own ideas, thoughts and feelings through music/dance	**Exploring pitch and developing compositions** Explores the different sounds of instruments Sings songs, makes music and dance and experiments with ways of changing them Represents their own ideas, thoughts and feelings through music/dance	**Creating and sequencing character sounds** Explores the different sounds of instruments Represents their own ideas, thoughts and feelings through music/dance