






## EYFS Curriculum Map 2024 – 25

\*Links to KS1 and KS2 curriculum highlighted below.

 <b>The Big Question!</b>	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
	What makes me special?	Who believes in magic?	When will it snow?	What is a dinosaur?	Who is hiding in the garden?	Where are we going?
 <b>Characteristics of effective teaching and learning</b>	<b>Playing and Exploring</b>  <b>Active learning</b>  <b>Creating and thinking critically</b>  <i>All aspects weave through all areas of learning throughout each half term</i>					
<b>Predictable interests and special dates</b>	All about me My history My family My senses House and homes People who help us	Autumn Halloween Bonfire Night Remembrance Diwali Christmas Nativity	Winter Artic Polar bears Resolutions Chinese New Year Pancake Day Valentines Day	Dinosaurs Our pets St Patrick's Day Mother's Day Easter Spring Eid	Earth Day/Week Plants and what they need to grow Bugs and minibeasts Life cycles – caterpillars and humans (baby to now) St George's Day	Summer Holidays Transport Ocean Day Recycling Festivals Father's Day Transition

Range 1    Range 2    Range 3    Range 4/5

	<p>20<sup>th</sup> Jeans for Genes day 27<sup>th</sup> McMillan coffee morning 6<sup>th</sup> Grandparents Day</p>	<p>October – Black History Month 16<sup>th</sup> wellbeing day 31<sup>st</sup> Halloween 5<sup>th</sup> Bonfire Night 11<sup>th</sup> Remembrance 1<sup>st</sup> Nov Diwali 15<sup>th</sup> Children in Need 9<sup>th</sup> Nativity Christmas</p>	<p>New Year Safer internet day 29<sup>th</sup> Lunar/Chinese New Year 3<sup>rd</sup> Acts of kindness week 14<sup>th</sup> Valentines Day</p>	<p>4<sup>th</sup> March Pancake day 7<sup>th</sup> World Book Day 17<sup>th</sup> St Patricks Day 19<sup>th</sup> PMLD music day 28<sup>th</sup> Eid day 30<sup>th</sup> Mother's Day 2<sup>nd</sup> wellbeing day 4<sup>th</sup> Easter</p>	<p>22<sup>nd</sup> April Earth Day 23<sup>rd</sup> St George's Day 23<sup>rd</sup> May race equality day</p>	<p>Pride Month June 15<sup>th</sup> June Father's Day 27<sup>th</sup> Summer fair 30<sup>th</sup> Special Olympics 2<sup>nd</sup> Sports Day 15<sup>th</sup> EYFS Awards</p>
 <p><b>Core text and topic books.</b></p>	<p><b>Noisy Farm</b></p> <p>Three little pigs Spot goes to school Houses and homes Tiger who came to tea The colour of us The great big book of families</p>	<p><b>All join in</b></p> <p>The Gingerbread man Tree – seasons come, seasons go Firework night The best Diwali ever The Christmas story</p>	<p><b>We're going on a polar bear hunt</b></p> <p>Polar bear, Polar bear Wake up Charlie dragon Penguin small</p>	<p><b>Stomp chomp big roar</b></p> <p>Harry and his bucket full of dinosaurs My mums love me I used to be the baby We're going on an egg hunt</p>	<p><b>Oi frog</b></p> <p>The tiny seed Oliver's vegetables The very hungry caterpillar In my mosque Hats of faith</p> <p>Sensory story – Busy garden</p>	<p><b>K is for kissing a cool kangaroo</b></p> <p>I love dad So much The blue giant The train ride Car, car, truck, Jeep Things that go</p> <p>Sensory story -</p>

Range 1    Range 2    Range 3    Range 4/5



Communication and Language

Children learn how to make a single request using visuals (PECS).

Children use all of their available senses to explore objects and object of reference cues.

Children learn how to make choices from two concrete objects communicating their likes, dislikes, wants and needs.

Children respond to familiar voices and sounds by looking towards, smiling, quieting and vocalising.

Children learn how to sit with others and develop their listening, attention and engagement skills.

Children watch and listen to others, copying some behaviours in my own play.

Children learn how to interact with others and tolerate others being in their space.

Children learn how to discriminate and choose between two visuals and become more persistent (PECS).

Children use their voices, gestures, eye contact and facial expression to make contact with people and keep their attention.

Children indicate that they want actions to be repeated or stopped.

Children recognise and respond to their own name.

Children can copy gestures as part of games, familiar routines, song and rhymes.

Children begin to understand simple everyday words, signs/body signs and visuals relating to their daily routine.

Children can request more using words, signs and gestures.

Children learn how to travel and build simple sentences when using visuals (PECS).

Children are aware of routines and can anticipate what will happen next.

Children can imitate gestures when prompted by an adult.

Children can watch people and events for longer periods.

Children can find familiar objects when asked.

Children begin to use vocal sounds that are more speech like and are recognisable as words.

Children learn, experience and respond to who, what, where questions.

End of reception outcomes:


Listening, Attention and Understanding –

- Children can respond to simple commands and instructions relating to their daily routine.
- Children know and enjoy a repertoire of songs and rhymes with familiar actions.
- Children understand a range of everyday vocabulary supported with signs and visuals.


Speaking –

- Children can communicate effectively using their preferred methods (words, visuals, signs, gestures).

Range 1    Range 2    Range 3    Range 4/5

	<ul style="list-style-type: none"> <li>• Children can engage with adults for a minimum of two minutes on a range of child initiated and adult led activities.</li> <li>• Children can take turns with adults and other children using conversation like behaviour.</li> <li>• Children can participate in small groups.</li> </ul>		
 <p>Personal, Social and Emotional Development</p>	<p>Children learn to transition from their family to their key person.</p> <p>Children show an interest in new objects, demonstrating curiosity when exploring.</p> <p>Children can show interest in the activity of others.</p> <p>Children use a familiar comfort toy or object to calm themselves when in an unfamiliar environment.</p> <p>Children can search out adults when distressed.</p> <p>Children can wait for 'go' during ready steady go games.</p>	<p>Children begin to show interest in their peers.</p> <p>Children enjoy simple interactive games.</p> <p>Children allow adults to join their play for short periods.</p> <p>Children begin to take turns but do not understand the idea of sharing.</p> <p>Children can complete simple, short, preferred activities.</p> <p>Children begin to cooperate with others in play.</p>	<p>Children can start social games e.g. holding out hand for 'round and round the garden'.</p> <p>Children can play by focusing their attention on the same toy as another child.</p> <p>Children watch the emotional reactions of others during situations.</p> <p>Children can respond to simple boundary instructions e.g. stop, finished, wait.</p> <p>Children accept help from an adult to calm when upset, frustrated or over stimulated.</p> <p>Children sustain interaction with familiar adults or peers for longer periods.</p>
<p>End of reception outcomes:</p> <p>Self-Regulation –</p> <ul style="list-style-type: none"> <li>• Children can self-regulate with support and can request support when needed.</li> <li>• Children can show consistent preferences.</li> <li>• Children can identify some emotions and are beginning to manage their feelings with support.</li> </ul> <p>Managing Self –</p> <ul style="list-style-type: none"> <li>• Children are resilient and persistent in the face of challenge and will keep trying.</li> </ul>			

Range 1    Range 2    Range 3    Range 4/5

	<ul style="list-style-type: none"> <li>• Children can wait for favourite activities and routines.</li> <li>• Children can demonstrate an early understanding of personal hygiene (hand washing, teeth cleaning)</li> </ul> <p>Building Relationships –</p> <ul style="list-style-type: none"> <li>• Children can form positive attachments to adults and interact for longer periods.</li> <li>• Children can share and join in with others with support.</li> </ul>		
 <p>Physical Development</p>	<p><b>Fine motor</b></p> <p>Children can stack shapes onto a stacking pole.</p> <p>Children can manipulate toys and objects with their hands.</p> <p>Children can drop blocks through a large hole and push shapes into inset puzzles.</p> <p>Children can press objects into dough.</p> <p>Children can thread large beads/pasta shapes onto firm objects.</p> <p>Children can build a tower of blocks.</p> <p><b>Gross motor</b> <b>(Emptying, pouring, transporting)</b></p> <p>Children can adjust the size of their steps to negotiate obstacles.</p> <p>Children can walk with increasing speed.</p>	<p><b>Fine motor</b></p> <p>Children can pick up small objects using a pincer grasp.</p> <p>Children can remove pieces from inset puzzles and large pegs from a board.</p> <p>Children can push pegs into a peg board.</p> <p>Children can hold tools to make marks.</p> <p>Children can hold a pencil using a tripod grip.</p> <p>Children can draw lines and circular scribble.</p> <p><b>Gross motor</b> <b>(Mop, sweep, push)</b></p> <p>Children can walk upstairs holding onto an adult.</p> <p>Children can start to climb.</p> <p>Children can attempt to jump.</p>	<p><b>Fine motor</b></p> <p>Children can thread large items onto dowel.</p> <p>Children can squeeze, squash and pull apart dough.</p> <p>Children can scribble.</p> <p>Children can make dots on paper.</p> <p>Children can use modified tools/equipment e.g. large tweezers or scissors.</p> <p>Children can roll, pinch and shape dough.</p> <p>Children can draw a simple face or person.</p> <p>Children can copy an increasing range of letters.</p> <p><b>Gross motor</b> <b>(Splat, print, swipe)</b></p> <p>Children can step up stairs with two feet to one step.</p> <p>Children can climb onto a low step/box.</p> <p>Children can kick a ball.</p>

Range 1    Range 2    Range 3    Range 4/5

	<p>Children can run. Children can throw a small ball overhand. Children can kick and bounce a large ball.</p> <p><b>A1 PE Scheme – Five Fundamental Movement Skills</b> <b>A2 PE Scheme – Dance</b></p> <p><i>Game of the week outdoors linking to PE topics and physical targets.</i></p>	<p>Children can sit on a trike and power it with their feet. Children can use pedals to power the bike. Children can jump on the spot and balance on low beams.</p> <p><b>Sp1 PE Scheme – Gymnastics</b> <b>Sp2 PE Scheme – Cycling</b></p> <p><i>Game of the week outdoors linking to PE topics and physical targets</i></p>	<p>Children can throw a ball into a container. Children can kick a ball with some direction. Children can catch a ball.</p> <p><b>S1 PE Scheme – Games</b> <b>S2 PE Scheme – Athletics</b></p> <p><i>Game of the week outdoors linking to PE topics and physical targets</i></p>
<p>End of reception outcomes:</p> <p>Gross Motor Skills –</p> <ul style="list-style-type: none"> <li>• Children can balance in a range of ways (beams, bikes and on one foot)</li> <li>• Children can move in a variety of ways negotiating space (running, jumping, crawling and climbing)</li> <li>• Children can use large muscle movements (waving, sweeping, throwing, kicking)</li> </ul> <p>Fine Motor Skills –</p> <ul style="list-style-type: none"> <li>• Children can use a range of small tools (pipettes, squeeze scissors, tweezers)</li> <li>• Children can manipulate a range of resources (dough, buttons and zips)</li> </ul> <p>Early writing –</p> <ul style="list-style-type: none"> <li>• Children can use a dominant hand to hold a mark making tool.</li> <li>• Children can make controlled marks.</li> </ul>			

Range 1    Range 2    Range 3    Range 4/5




Literacy

	<b>Noisy Farm</b>	<b>When we all join in</b>	<b>We're going on a polar bear hunt</b>	<b>Stomp chop big roar</b>	<b>Oi Frog!</b>	<b>K is for kissing a cool kangaroo</b>
	<b>(Stories with repetitive patterns)</b>	<b>(Poems with a structure)</b>	<b>(Stories on a theme)</b>	<b>(Animal adventure stories)</b>	<b>(Rhymes with pattern)</b>	<b>(Stories with repetitive patterns)</b>
	(Head shoulders knees and toes, old McDonald)	(Twinkle, Twinkle, Jingle Bells)	(Hickory, dickory dock and wheels on the bus)	(Wind the bobbin up Grand old Duke of York)	(Incy wincy spider, Round and round the garden)	(Humpty dumpty, I'm a little tea pot)
	<b>Reasons to write</b> Labels, Names Map of farm Drawing ourselves Initials	<b>Reasons to write</b> Christmas cards Envelopes Christmas list	<b>Reasons to write</b> Recipe Shopping list Registers	<b>Reasons to write</b> Labels Maps Tally chart Speech/thought bubbles	<b>Reasons to write</b> Vegetable signs Plant labels Insect drawings	<b>Reasons to write</b> Suitcase tags Post cards Passports
	Children can touch sensory books.	Children can touch sensory books.	Children can handle books.	Children can handle books.	Children enjoy looking at books with familiar people.	Children enjoy being read to.
	Children can share books with an adult.	Children can handle books with interest.	Children can listen to a short story with an adult.	Children can hold the book the right way up.  Children explore sounds by banging instruments.	Children can turn the pages – a few at a time.  Children can move their body to simple rhythms.	Children can explore story props and listen to new vocabulary.  Children can move to a rhythm.
	Children explore sounds such as sounds bags.	Children respond to sounds in the environment such as cars and birds.	Children explore sounds made by banging objects.	Children can find their favourite books.  Children have favourite songs and rhymes.	Children can hold a book the right way and turn the pages.	Children can listen to a short story in a small group.
	Children are interested in books.	Children show anticipation with books.	Children pay attention and respond to pictures or words.			
	Children are interested in					


Range 1    Range 2    Range 3    Range 4/5

	<p>songs and rhymes.</p> <p><b>Phonics</b></p> <p><b>Phase 1 – Environmental sounds (RR)</b></p> <p>Listen to and identify indoor sounds.</p> <p>Listen to and identify outdoor sounds.</p> <p>Create different sounds using objects.</p> <p><b>Phase 2 – s, a, t, p (BC)</b></p>	<p>Children become interested in print within the environment.</p> <p><b>Phonics</b></p> <p><b>Phase 1 - Instrumental sounds (RR)</b></p> <p>Identify and explore sounds made by objects.</p> <p>Identify and explore sounds made by instruments.</p> <p>Listen and respond whilst an instrument is being played.</p> <p><b>Phase 2 – i, n, m, d (BC)</b></p>	<p>Children show anticipation in print within the environment.</p> <p><b>Phonics</b></p> <p><b>Phase 1 - Body percussion (RR)</b></p> <p>Join in with words or actions from familiar songs and rhymes.</p> <p>Perform actions increasing and decreasing the speed and loudness.</p> <p>Join in with words or actions from new songs and rhymes.</p> <p><b>Phase 2 – g, o, c, k (BC)</b></p>	<p><b>Phonics</b></p> <p><b>Phase 1 - Voice sounds (RR)</b></p> <p>Use a range of voice sounds.</p> <p>Explore different mouth movements for a range of voice sounds.</p> <p>Remember and repeat a sequence of voice sounds.</p> <p><b>Phase 2 – ck, e, u, r (BC)</b></p>	<p>Children explore story props and listen to new vocabulary.</p> <p><b>Phonics</b></p> <p><b>Phase 1 - Rhythm and rhyme (RR)</b></p> <p>Join in with words and phrases in songs and rhymes.</p> <p>Join in with words and phrases in stories.</p> <p>Move in time to the beat or rhythm.</p> <p><b>Phase 2 – h, b, f/ff, l/l, ss (BC)</b></p>	<p>Children join in with actions during songs and stories.</p> <p><b>Phonics</b></p> <p><b>Phase 1 - Alliteration (RR)</b></p> <p>Identify initial phonemes in words.</p> <p>Enunciate selected initial phonemes clearly.</p> <p>Identify objects which start with the same phoneme.</p> <p><b>Phase 2 – j, v, w, x (BC)</b></p>
<p>End of reception outcomes:</p>						

Range 1   Range 2   Range 3   Range 4/5

	<p>Comprehension –</p> <ul style="list-style-type: none"> <li>Children can listen to a short story in small group.</li> <li>Children can anticipate familiar/key events in stories and songs.</li> </ul> <p>Word Reading –</p> <ul style="list-style-type: none"> <li>Children can explore and tune in to a wide range of sounds.</li> <li>Children can recognise some alphabet sounds by pointing, speaking or signing.</li> </ul>		
 <p>Mathematics</p>	<p>Core number songs –</p> <p>One little finger Two little dicky birds</p> <p>Five little pumpkins Five snowflakes</p> <p>Children show an interest in patterned songs and rhymes with actions.</p> <p>Children explore objects in different ways.</p> <p>Children engage in counting like behaviour.</p> <p>Children can sort two or more colours.</p> <p><b>Topic maths A1</b> Length 2/3 Weight/Mass 4/5</p>	<p>Core number songs –</p> <p>One potato, two potato Here is the beehive</p> <p>Five little speckled frogs Five currant buns</p> <p>Children show awareness of number names through songs and rhymes.</p> <p>Children can find objects that have been seen/heard and hidden.</p> <p>Children can move objects from one container to another during counting games.</p> <p>Children can use some number words.</p> <p><b>Topic maths Sp1</b> Time Sorting and sequencing</p>	<p>Core number songs –</p> <p>Once I caught a fish alive One, two, buckle my shoe</p> <p>Ten in a bed Ten green bottles</p> <p>Children can pick up and put down a single object during counting games.</p> <p>Children explore differently sized and shaped objects and how these fit together/come apart.</p> <p>Children enjoy counting lots of different things such as coins and peers.</p> <p>Children can find and order numbers to 5.</p> <p><b>Topic maths S1</b> Time Subtraction</p>


Range 1    Range 2    Range 3    Range 4/5

	<p>Addition 6</p> <p><b>Topic maths A2</b> Subtraction Money Capacity/Volume Shape</p>		<p><b>Topic maths Sp2</b> Money Length Weight/Mass Position and direction</p>		<p>Addition</p> <p><b>Topic maths S2</b> Capacity/Volume Position/Direction Shape Sorting and sequencing</p>	
	<p>End of reception outcomes:</p> <p>Number –</p> <ul style="list-style-type: none"> <li>• Children know a range of number songs to ten.</li> <li>• Children can use early one to one correspondence skills to count five objects.</li> </ul> <p>Numerical Patterns –</p> <ul style="list-style-type: none"> <li>• Children can ‘count’ to five by ordering numerals or by using words.</li> <li>• Children can compare quantities in practical ways.</li> </ul>					
 Understanding the World	<p><b>Past and present</b></p> <p>Children can respond to their own picture or reflection.</p> <p>Children can recognise familiar and personal objects.</p> <p>Children can share a photo</p>	<p><b>People, culture and communities</b></p> <p>Children can participate in celebrations with support.</p> <p>Children can participate in religious educational visits.</p> <p>Children can join in with new</p>	<p><b>The natural world</b></p> <p>Children can observe things in the outdoors</p> <p>Children can explore natural materials outdoors.</p> <p>Children can be curious about new experiences e.g. snow, mud, puddles.</p>	<p><b>Past and present</b></p> <p>Children can look at books handled by an adult.</p> <p>Children can actively explore materials and artefacts for longer periods.</p> <p>Children can collect and explore objects from the past that interest them.</p>	<p><b>The natural world</b></p> <p>Children can explore seasonal change in the outdoor environment.</p> <p>Children explore what is needed to plant a seed.</p> <p>Children can observe plants growing and explore the different parts.</p>	<p><b>People, culture and communities</b></p> <p>Children can be curious of others.</p> <p>Children can explore another country e.g. food.</p> <p>Children can look at similarities and differences of people.</p>


Range 1    Range 2    Range 3    Range 4/5

	<p>album with pictures from the past.</p> <p>Children can recognise family members in photographs.</p> <p><u>Enrichment opportunities</u></p> <p>Pumpkin patch</p> <p>Farm visit</p>	<p>special celebrations. Children can watch a short video from a religious celebration.</p> <p><u>Enrichment opportunities</u></p> <p>Church visit</p> <p>Post letters to Father Christmas at the post office</p> <p>Stanhill preschool</p>	<p>Children can explore seasonal change using their five senses e.g. weather.</p> <p><u>Enrichment opportunities</u></p> <p>Stanhill preschool</p> <p>Visit from a nurse</p>	<p>Children can listen as an adult talks about a photograph.</p> <p><u>Enrichment opportunities</u></p> <p>The Butterfly House</p> <p>Caterpillars</p> <p>Walks to the local park</p> <p>Stanhill preschool</p>	<p>Children can observe small animals/insects.</p> <p><u>Enrichment opportunities</u></p> <p>Walks to the local park</p> <p>Mosque visit</p> <p>Stanhill preschool</p> <p>SCARF visit</p>	<p>Children can explore another culture e.g. food, clothing, traditions.</p> <p><u>Enrichment opportunities</u></p> <p>Beach visit</p> <p>Stanhill preschool</p>
<p>End of reception outcomes:</p> <p>Past and Present –</p> <ul style="list-style-type: none"> <li>• Children can explore items from the past.</li> <li>• Children can use books and photographs to learn about the past.</li> </ul> <p>People, Culture and Communities –</p> <ul style="list-style-type: none"> <li>• Children can explore similarities and differences between themselves, families and countries.</li> <li>• Children have an awareness of their local environment.</li> </ul>						

Range 1    Range 2    Range 3    Range 4/5

	<p>The Natural World –</p> <ul style="list-style-type: none"> <li>• Children can confidently explore the natural world around them observing plants, animals and people.</li> <li>• Children can explore seasonal changes.</li> </ul>		
 <p>Expressive Arts and Design</p>	<p>Children can experiment with a range of materials and coloured objects through multi-sensory exploration.</p> <p>Children can respond to and engage with sounds and movements.</p> <p>Children can notice the transformative effect of their actions on materials e.g. paint with their hands and bodies.</p> <p>Children can attempt to connect interlocking shapes.</p> <p>Children can express themselves through actions and sounds.</p>	<p>Children can experiment with a range of tools through multi-sensory exploration</p> <p>Children can respond to and engage with people and objects.</p> <p>Children can explore colours and patterns and make marks intentionally.</p> <p>Children begin to stack and balance blocks with more accuracy.</p> <p>Children can create rhythmical and repetitive sounds and movements e.g. use a beater or shake an instrument.</p>	<p>Children can experiment with a range of sounds and whole body movements through multi-sensory exploration.</p> <p>Children can respond to and engage sensations and emotions.</p> <p>Children can explore paint with brushes and tools.</p> <p>Children can join construction tools by stacking and balancing.</p> <p>Children can explore a range of sound makers and play them in different ways e.g. loud/quiet, quick/slow, stop/go.</p>
<p>End of reception outcomes:</p> <p>Creating with Materials –</p> <ul style="list-style-type: none"> <li>• Children can use a range of tools, materials and techniques.</li> <li>• Children can build their own structures.</li> </ul> <p>Being Imaginative and Expressive -</p>			

Range 1   Range 2   Range 3   Range 4/5

<ul style="list-style-type: none"> <li>• Children can respond to and create music using instruments.</li> <li>• Children can explore their environment using pretend play.</li> </ul>						
 <p>Family link</p>	<p>Open evening Starting school reviews</p>	<p>Diwali Nativity Christmas Fair</p>		<p>Sensory PEEP session – MOVE and Gross motor focus Annual reviews Mother's Day coffee morning</p>	<p>Annual reviews</p>	<p>Father's Day coffee morning Summer fair Special Olympics (MATP) Parents evening Sports Day</p>