

The Beaulieu Park School
EYFS Curriculum Map: 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Where in the world am I?	Who am I?	Can I tell a tale?	How does your garden grow?	Am I a champion?	What is Love?
Core texts	Where the wild things are. Bringing the rain to Kapiti Plain	Halibut Jackson The story of Rama and Sita	Various fairy tales The magic paintbrush	The tiny seed I will not ever eat a tomato	Hairy McClary Willy the Wimp	So much Guess how much I love you?
Prime Areas:						
R.E.	Special people All about me- what are the special things in my life. Explore different religions within the school and beyond.	Special times Hinduism- Why is Diwali a special time for Hindus? Christianity- Why is Christmas a special time for Christians?	Special celebrations Chinese new year How do people celebrate at special times?	New beginnings Easter	Special stories/ special books Ramadan/ Qur'an	Celebrating similarities and differences between religions
Communication and Language	To speak in full sentences. To play with words, including rhyming words. To explore new words.	To express myself effectively and to be aware of who I am talking to. To use my imagination when I play and to perform in front of an audience.	To retell some familiar stories using puppets, words and pictures. To listen to stories and anticipate key events. To use my imagination to act out stories and change some of the details.	To ask questions to find out more information. To have discussions with my friends and listen to their ideas and opinions.	Talk about events that have happened or are about to happen and to develop their own narrative of their exploration adventure.	Rhyming words and alliteration. Develop explanations by connecting ideas and events.
Physical development	Continuous provision will include: Outdoor gross motor activities- tyres, large blocks, crates. Indoor fine motor activities- nuts and bolts, keys and locks, handwriting, small and large construction, painting, cutting, drawing, zipping coats.					
	Fine/ gross motor skills sessions. Name writing. Handwriting.	Fine/ gross motor skills sessions. Name writing. Handwriting.	Weekly P.E indoors – focussing on spatial awareness,	Weekly P.E outdoors - focussing on throwing, catching, rolling, kicking and team games.	Weekly P.E indoors – dance/ gymnastics.	Weekly P.E outdoors- athletics.

	-personal hygiene	-personal hygiene	balance and basic skills. - Daily handwriting - Keeping healthy	- Daily handwriting - Keeping healthy	- Daily handwriting - Keeping healthy	- Daily handwriting - Keeping healthy
Personal, Social and Emotional Development.	To get used to school routines and rules. To explore what makes a good friend and why it is important to share fairly and listen to others.	To explore the things that I am good at and tell people what makes me special.	To discuss new beginnings and what I could try harder with (linked to the new year). To explore how we treat others (linked to story tales)- respect.	To explore what I need to keep healthy and how I can take care of myself. To find ways of looking after our environment and the things that live in it,	Exploring emotions and feelings. How can I be brave and try new challenges?	Feeling proud of myself and others. Explore how I can show people that I love them.
Specific areas:						
Literacy Phonics	Phase 1&2 letters and sounds	Phase 2 letters and sounds and assessment.	Phase 3 letters and sounds. Assessment	Phase 3 letters and sounds. Assessment	Phase 4 letters and sounds. Assessment	Phase 4 letters and sounds. Assessment
Literacy linked to topic.	Name writing Recognising familiar words. Talking in full sentences.	Re-telling stories Acting out a story / part of a story (nativity).	Re-telling stories Ordering events Writing words and simple sentences Letter writing	Exploring information texts Instructions Writing words and simple sentences	Writing words and simple sentences, stories, poems Spelling 'tricky words' (Phase 2 and 3)	Writing words and simple sentences, stories, poems Spelling 'tricky words' (Phase 2 and 3)
Mathematics (White Rose)	Numbers: counting and recognition	Shape, space and measures: 2D shape Shape, space and measures: money Numbers: addition and subtraction	Numbers: counting and recognition Shape, space and measures: size, weight and capacity	Numbers: addition and subtraction Shape space and measures: 3D shape Shape, space and measures: time	Numbers: counting and recognition Numbers: addition and subtraction Numbers: doubling, halving and sharing	Shape, space and measures: position and distance Consolidation/ assessments
Understanding of the World	Continuous ICT: Using a camera inside and out, using a tablet to write, draw and create, to use various applications on the smartboard, to work a simple ICT tool e.g. Beebot					

	<p>I can talk about myself and things that are important to me. I can talk about past and present. I can notice similarities and differences in the world around me. I can talk about different places in the world.</p>	<p>I can discuss and explore key events such as Diwali, bonfire night, remembrance day and Christmas.</p>	<p>I can talk about Chinese New Year traditions. I can explain what makes a person healthy. I know about stranger danger.</p>	<p>I can notice changes when growing plants and talk about them. I can talk about living things and what they need to stay alive.</p>	<p>I can talk about how to make the world a better place. I can explain how to look after my environment= recycling, saving energy.</p>	<p>I can explore what different families look like. I can celebrate differences between me and my friends.</p>
Expressive Arts and Design	Continuous provision: Roleplay, musical instruments, creative area					
	<p>I can represent myself and my ideas in different ways. Painting, drawing, music, role play, clay, modelling. Roleplay area: Shop, home corner</p>	<p>I can make a diva, Diwali cards and Christmas crafts. I can sing, dance and perform to an audience. Roleplay area: doctors surgery, home corner</p>	<p>I can make a gingerbread man, Furniture from various materials, a Chinese lantern, design my own clothes. Roleplay area: Fairy tale cottage, home corner</p>	<p>I can make my own music and talk about my favourite songs. I can design my own seed packet. Roleplay area: Garden centre, home corner</p>	<p>I can experiment with colour mixing. I can talk about my work and improve it. I can make my own trophy.</p>	<p>To explore the work of famous artists/ musicians. To share my work with others and talk about what I like and dislike.</p>

Beaulieu Park School passport

By the end of Reception all children would have had the opportunity to...

- Take part in a school picnic and show their family members around the school
- Perform to parents, family members and our nursery neighbours
- To tell a fairy tale to the class (or a group of children)
- To grow a plant for our school grounds and plant it with my family
- To support a local charity in Chelmsford
- To take part in an awards ceremony and summer ball with my friends and family.