

The Beaulieu Park School
EYFS Curriculum Map: 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Class Name (Flamingo/Parrot) Autumn Pirates	Diwali Space Christmas	Winter Chinese New Year	Fairy tales Spring Easter	Growth	The Environment Summer
Core text	The Night Pirates	The Smeds and The Smoos	The Magic Paintbrush	Little Red	The Tiny Seed	A Planet Full of Plastic
Prime Areas:						
R.E.	All about me – What and who are the special things in my life?	Hinduism- Why is Diwali a special time for Hindus? Christianity- Why is Christmas a special time for Christians?	Chinese New Year How do people celebrate at special times?	New Beginnings Christianity- Why is Easter a special time for Christians?	Special stories and special books for different religions.	Celebrating similarities and differences between religions.
Communication and Language	To listen to stories with increasing attention and recall. To speak to and listen to others. To understand questions and begin to respond appropriately. To respond to simple instructions.	To express myself effectively and to be aware of who I am talking to. To use language to create role play games and to perform in front of an audience. To concentrate on an activity with increasing attention. To speak in full sentences.	To talk about the events in stories, explaining how and why things happen. To use past, present and future forms accurately when talking. To develop a range of vocabulary.	To ask questions to find out more information. To have discussions with friends and listen to their ideas and opinions. To follow instructions involving several ideas or actions. To retell familiar stories.	To respond to stories with relevant questions. To answer 'how' and 'why' questions in response to stories and events. To listen to others and respond appropriately.	To express myself effectively and show an awareness of the listeners' needs. To develop own narratives and explanations by connecting ideas and events. To follow a story without pictures or prompts.
Physical development	To develop fine and gross motor skills, promoted through continuous provision and purposeful activities. Outdoor gross motor activities include: tyres, large blocks, crates. Indoor fine motor activities include: nuts and bolts, handwriting, small and large construction, painting, cutting, drawing, zipping coats.					

<p>To hold a pencil with good control and use it to form letters and numbers correctly promoted through daily handwriting and name writing sessions. To develop independence in personal hygiene and self-care.</p> <p>To know how to stay fit and healthy.</p> <p>To understand that equipment and tools have to be used safely and consider and manage risk.</p>						
<p>Weekly P.E To develop an awareness of space and the environment around me.</p> <p>To move with increasing control and coordination.</p> <p>To know how to be safe in PE lessons.</p>		<p>Weekly P.E To dress and undress independently.</p> <p>To travel and balance in safe and creative ways – using gym and dance.</p> <p>To begin to work with a partner and in small groups.</p> <p>To explore what makes us healthy and unhealthy and to begin to make healthy choices.</p>		<p>Weekly P.E</p> <p>-To learn the rules for a range of basic outdoor sports.</p> <p>-To compete with my classmates and understand the concept of winning/ losing and taking part.</p> <p>-To talk about the effect exercise has on our bodies.</p>		
<p>Rules, routines, boundaries and expectations will be a continuous focus for the children and these will be reinforced continually and built upon throughout the year.</p>						
<p>Personal, Social and Emotional Development.</p>	<p>To get used to school routines and rules.</p> <p>To explore what makes a good friend and why it is important to share fairly and listen to others.</p> <p>To show confidence in asking adults for help.</p>	<p>To explore the things that I am good at and tell people what makes me special.</p> <p>To have the confidence to try new activities.</p> <p>To understand and talk about my feelings and behaviour and that of others.</p>	<p>To discuss new beginnings and ways I can improve myself.</p> <p>To talk and listen to others and solve problems using compromise.</p>	<p>To show sensitivity to others' needs and feelings.</p> <p>To share my ideas and opinions with increasing confidence.</p>	<p>To show resilience when completing challenges.</p> <p>To describe myself in positive terms and talk about my abilities.</p> <p>To work as a team with my peers.</p>	<p>To take changes in routine in my stride and adapt my behaviour accordingly.</p> <p>To demonstrate a good level of independence and understand when I need to ask an adult for support.</p>
	<p>Specific areas:</p>					
<p>Literacy Phonics</p>	<p>Phase 1 and 2 letters and sounds.</p> <p>Baseline</p>	<p>Phase 2 letters and sounds.</p> <p>Assessment</p>	<p>Phase 2 letters and sounds.</p> <p>Assessment</p>	<p>Phase 3 letters and sounds.</p> <p>Assessment</p>	<p>Phase 3 and 4 letters and sounds.</p> <p>Assessment</p>	<p>Phase 4 letters and sounds.</p> <p>Assessment</p>

<p>Literacy</p>	<p>To recognise familiar words.</p> <p>To develop an awareness of rhyme and continue a rhyming string.</p> <p>To be aware of the way stories are structured.</p> <p>To give meaning to marks I make as I draw and write.</p>	<p>To tell my own stories.</p> <p>To enjoy listening to a range of stories and talking about them.</p> <p>To hear and say the initial sound in words.</p> <p>To write my name.</p> <p>To orally compose sentences.</p>	<p>To blend sounds together to read words.</p> <p>To use my phonic knowledge to write words.</p>	<p>To write for a range of purposes.</p> <p>To blend sounds together to read words and sentences.</p> <p>To represent some sounds correctly and in sequence when writing.</p>	<p>To write for a range of purposes.</p> <p>To write simple sentences showing a greater awareness of finger spaces.</p> <p>To write and correctly spell simple high frequency words and Phase 2/3 'tricky' words.</p>	<p>To write for a range of purposes.</p> <p>To write simple sentences which I can read to others and begin to show an awareness of simple punctuation.</p> <p>To write and correctly spell simple high frequency words and Phase 2/3 'tricky' words.</p>
<p>Mathematics (Mathematics Mastery)</p>	<p>Early Mathematical Experiences</p> <p>Pattern and Early Number</p>	<p>Numbers within 6</p> <p>Addition and Subtraction within 6</p> <p>Measures: Length</p> <p>Shape and Sorting</p> <p>Calendar and Time</p>	<p>Numbers within 10</p> <p>Addition and Subtraction within 10</p> <p>Numbers within 15</p>	<p>Grouping and Sharing</p> <p>Numbers within 20</p> <p>Double and Half</p>	<p>Shape and Pattern</p> <p>Addition and Subtraction</p> <p>Money</p>	<p>Measures</p> <p>Depth of Numbers within 20</p> <p>Numbers beyond 20</p>
<p>Understanding the World</p>	<p>To talk about myself and things that are important to me.</p> <p>To talk about my past and present.</p> <p>To notice similarities and differences in the world around me.</p> <p>To describe changes that I can see in the environment – linked to seasons.</p>	<p>To discuss and explore key events such as Diwali, Bonfire Night, Remembrance Day and Christmas.</p> <p>To show interest and curiosity in the world around me.</p> <p>To recognise traditions and describe special events for family and others.</p>	<p>To talk about Chinese New Year traditions.</p> <p>To talk about different places in the world.</p> <p>To understand the importance of road safety.</p> <p>To understand the importance of online safety.</p> <p>To describe changes that I can see in the</p>	<p>To understand that I can have different interests to my friends.</p> <p>To look at and compare animals.</p> <p>To describe changes that I can see in the environment – linked to seasons.</p> <p>To use ICT hardware to interact with age appropriate software including the interactive whiteboard and class iPad.</p>	<p>To notice changes when growing plants and talk about them.</p> <p>To talk about living things and what they need to stay alive.</p> <p>To use ICT hardware to interact with age appropriate software including the interactive whiteboard and class iPad.</p>	<p>To celebrate differences between me and my friends.</p> <p>To explain how to look after my environment e.g. recycling, saving energy.</p> <p>To describe changes that I can see in the environment – linked to seasons.</p> <p>To use ICT hardware to interact with age appropriate software including the interactive whiteboard and class iPad.</p>

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Expressive Arts and Design	Children are provided with open-ended opportunities to extend their expressive arts and design experiences through role-play opportunities within the learning environments. Children have access to creative areas where they can draw, make pictures and models using a variety of textiles and resources. Opportunities for experiences of music are built into the daily routine through song and dance.					
	To represent myself and my ideas in different ways. To experiment with colour mixing.	To make a variety of crafts to symbolise different events. To sing, dance and perform to an audience.	To learn a range of songs and sing together as a group. To select tools and techniques needed to shape, assemble and join materials.	To make my own music and talk about my favourite songs. To create simple representations of people and objects.	To talk about my work and discuss ways to improve it. To represent my own ideas and thoughts through role play.	To share my work with others and talk about what I like and dislike. To think about uses and purposes of materials and create props to support role play.

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

- Perform to parents and family members.
- To grow a plant for our school grounds and plant it.
- To support a local charity in Chelmsford.
- To meet members of the community and have the opportunity to ask questions.