



St. Giles' Infant School – EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Me and My Community</p>  <p>Exploring Autumn</p> 	<p>Once Upon a Time...</p>  <p>Sparkle and Shine</p> 	<p>Starry Night</p>  <p>Puddles and Rainbows</p> 	<p>Dangerous Dinosaurs</p>  <p>Signs of Spring</p> 	<p>Ready, Steady, Grow</p>  <p>Creep, Crawl and Wiggle</p> 	<p>On the Beach</p>  <p>Splash!</p> 
<p>English</p> <p>Reading</p>	 <p>Example texts: <i>Lost and Found</i> by Oliver Jeffers <i>Leaf Man</i> by Lois Ehlert</p>	 <p>Example texts: <i>Under the Same Sky</i> by Britta Teckentrup <i>Clean Up!</i> by Nathan Bryon</p>	 <p>Example texts: <i>Oliver's Vegetables</i> by Vivian French <i>Handa's Surprise</i> by Eileen Browne <i>Goldilocks and the three Bears,</i></p>			

<p>Phonics</p> <p>Little Wandle</p>	<p>Phase 2 graphemes</p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: is I the</p>	<p>Phase 2 graphemes</p> <p>ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch go no to into sh th ng nk</p> <p>Blending and segmenting:</p> <ul style="list-style-type: none"> • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be <p>Tricky words: she push he of and has his her put pull full as</p>	<p>Phase 3 graphemes</p> <p>ai, ee, igh, oa oo, oo, ar, or ur, ow, oi, ear air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp.</p> <p>Reading longer words.</p> <p>Tricky words: Was, you, they, my, by, all, are, sure, pure.</p>	<p>Phase 3 graphemes</p> <p>Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear. Review Phase 3: er, air,</p> <p>Blending and segmenting: words with double letters, longer words. words with two or more digraphs. longer words, words ending in -ing. words with s /z/ in the middle, words with -s /s/ /z/ at the end, Words with -es /z/ at the end.</p> <p>Tricky words: Review all taught so far. Secure spelling.</p>	<p>Phase 4</p> <p>short vowels CVCC. short vowels CVCC CCVC. short vowels CCVCC, CCCVC, CCCVCC.</p> <p>Blending and segmenting: longer words, compound words. root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est.</p> <p>Tricky words – Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p>Phase 4 graphemes</p> <p>long vowel sounds CVCC, CCVC long vowel sounds CCVC, CCCVC, CCV, CCVCC.</p> <p>Blending and segmenting: Phase 4 words – s /s/ at the end. Phase 4 words with -s /z/ at the end. Phase 4 words with -es /z/ at the end. Longer words. root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/.</p> <p>Week 5 – root words ending in: -er, -est. Longer words.</p> <p>Tricky words: Review all taught so far. Secure spelling.</p>
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<p>Maths White Rose</p>	<p>'Getting to Know You' Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines. Explore the areas of continuous provision. Where do things belong? – Use of positional language.</p> <p>'Just like me' <u>Number:</u> Match and Sort objects. Compare amounts. <u>Measure, Shape and Spatial Thinking:</u> Compare size, mass & capacity. Explore repeating patterns.</p>	<p>'It's Me 1,2, 3' <u>Number:</u> Representing, comparing and the composition of numbers 1, 2 and 3. <u>Measure, Shape and Spatial Thinking:</u> Circles and triangles. Positional language.</p> <p>'Light and Dark' <u>Number:</u> Representing numbers to 5. One more and one less. <u>Measure, Shape and Spatial Thinking:</u> Shapes with 4 sides. Time.</p>	<p>'Alive in 5!' <u>Number:</u> Introducing zero. Comparing numbers to 5. Composition of 4 & 5.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Compare mass and capacity.</p>	<p>'Growing 6, 7, 8' <u>Number:</u> Exploring 6, 7 and 8. Combining two amounts. Making pairs.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Length & Height. Time</p> <p>'Building 9 & 10' <u>Number:</u> Counting to 9 & 10, comparing numbers to 10. Learning number bonds to 10.</p> <p><u>Measure, Shape and Spatial Thinking:</u> 3D shapes, spatial awareness and patterns.</p>	<p>'To 20 and Beyond' <u>Number:</u> Building numbers beyond 10. Counting patterns beyond 10.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Spatial reasoning, match, rotate and manipulate.</p> <p>'First Then Now' <u>Number:</u> Adding more and taking away.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Spatial reasoning, composing and decomposing.</p>	<p>'Find my Pattern' <u>Number:</u> Doubling, sharing and grouping. Odd and Even numbers.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Spatial reasoning, visualising and building.</p> <p>'On the Move' <u>Number:</u> Deepening understanding of patterns and relationships.</p> <p><u>Measure, Shape and Spatial Thinking:</u> Spatial reasoning, mapping.</p>
<p>Projects including the following areas of learning: Understanding the World</p>	<p>Me and My This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches</p>	<p>Once Upon a Time This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella</i></p>	<p>Starry Night This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep,</p>	<p>Dangerous Dinosaurs This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to</p>	<p>Ready, Steady, Grow! This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive</p>	<p>On the Beach This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of</p>

Physical Development	children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	, <i>Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.</i>	and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.	animals that live on Earth today.	and what constitutes a healthy lifestyle	keeping safe in the Sun.
Personal, Social and Emotional Development				Signs of Spring This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	Creep, Crawl and Wiggle This mini project teaches children about invertebrates that live in their gardens and local environment.	Splash! This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.
Expressive Arts and Design		Sparkle and Shine This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.	Puddles and Rainbows This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.			
Literacy						
Communication and Language	Exploring Autumn This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.					
PSHE	Being Me - Understand how it feels to belong and that we are similar and different	Celebrating Differences - Identify something I am good at and understand everyone is good at different things	Dreams and Goals - Understand that when I persevere I can tackle challenges.	Healthy Me - Understand that I need to exercise to keep my body healthy.	Relationships - Identify some of the jobs I do in my family and how I feel like I belong. - Think how to make friends to	Changing Me - Name parts of the body. - Tell you some things I can do and foods I can

	<ul style="list-style-type: none"> - Start to recognise and manage my feelings - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Begin to understand children's rights and this means we should all be allowed to learn and play - to learn what being responsible means 	<ul style="list-style-type: none"> - understand that being different makes us all special - to know we are all different but the same in some ways - to talk about why I think my home is special to me - to talk about how to be a kind friend - to know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> - Tell about a time when I didn't give up until I achieved a goal. - Set a goal and work towards it. - Use kind words to encourage people. - Understand the link between what I learn now and the job I might like to do when I'm older. - Say how I feel when I achieve a goal and know what it means to feel proud. 	<ul style="list-style-type: none"> - Understand how moving and resting are good for my body. - Know which foods are healthy and not so healthy and can make healthy eating choices. - Know how to help myself go to sleep and understand why sleep is good for me. - Know how to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. - Know what a stranger is and how to stay safe if a stranger approaches me. 	<p>story myself from feeling lonely.</p> <ul style="list-style-type: none"> - Start to understand the impact of unkind words. - Use 'Calm Me' time to manage my feelings. - Know how to be a good friend. 	<ul style="list-style-type: none"> - eat to be healthy. - Understand that we all grow from babies to adults. - Express how I feel about moving to Year 1. - Talk about my worries and/or things I am looking forward to about being in Year 1. - Share memories of the best bits of this year in Reception.
Computing	<p>Computer Discovery</p> <ul style="list-style-type: none"> Labelling computer parts. - Song lyrics to help understand and remember what computer parts do. - Role-play 	<p>Mouse and Keyboard Skills</p> <ul style="list-style-type: none"> - Move the mouse or trackpad and left click to select an object. - Drag and drop with mouse or trackpad to move objects around the 	<p>Early Digital Literacy</p> <ul style="list-style-type: none"> - Explore how sounds can be changed - Explore different sounds of instruments - Select and use technology for a 	<p>Digital Literacy and Numeracy</p> <ul style="list-style-type: none"> - Typing - Phonics - Writing and digital storytelling - Maths activities by skill 	<p>Digital Photos and Video</p> <ul style="list-style-type: none"> - To recognise that a range of technology is used in places such as homes and schools. 	<p>Early Programming</p> <ul style="list-style-type: none"> To know how to operate simple equipment To give explanations

	<p>activities with printable support resources.</p> <ul style="list-style-type: none"> – Teacher notes, question prompts and video tutorials for helpful software/apps. 	<p>screen.</p> <ul style="list-style-type: none"> - Find letters or numbers on a keyboard. - Begin touch typing with home row keys. 	<p>particular purpose</p> <ul style="list-style-type: none"> - Represent own ideas through music 		<ul style="list-style-type: none"> - To select and use technology for a particular purpose. <p>Digital Art and Design</p> <ul style="list-style-type: none"> - To develop mouse control and interaction with programs to develop creativity and begin making decisions on which digital tools are appropriate for creating different content. 	
RE	<p>Harvest Festival – It’s Good to Share - Explore what the celebration of Harvest is about. Introduction to how Christians say ‘thank you’ to God at Harvest time. Talk about why sharing is a good idea – and how people use Harvest as an opportunity to share with those who are in need.</p> <p>Why Do We Have Assembly? - To understand that our school is a Church school, and what this</p>	<p>Why Do We Have Celebrations? - Explore the idea of ‘celebration’. To understand that celebrations can help us to understand more about what people believe.</p> <p>Who Travelled to Bethlehem? - Introduce and explore the celebration of Christmas as an important Christian festival, and how, for Christians, the account of Jesus’ birth is the focus of the celebration.</p>	<p>This is the World that God Made</p> <p>To engage with a natural sense of wonder about the natural world, and our part in it as unique individuals. To see the world as something that needs looking after. To explore the Christian belief that God made it all through exploring the Creation account from the Bible.</p>	<p>Who did Jesus Spend Time With?</p> <p>Explore events from the life of Jesus, and to think about how peoples’ lives were changed by meeting him.</p> <p>Meals with Jesus (Easter) - Introduce the key events in the Easter narrative, and to think about some things that Christians believe about Jesus. To explore the final meal that Jesus shared with his</p>	<p>Who was a Friend of God? -</p> <p>Introduction to some key Old Testament Bible stories, and the people in them, and to explore how God helped the people in the stories.</p>	<p>Who was a Friend of God? – Continue to read some key Old Testament Bible stories, and the people in them, and to explore how God helped the people in the stories. Explore ‘friendship’ and our own experiences of friendship. Begin to make connections with the people they encounter through the stories.</p>

	means. To appreciate that 'worship' is an important part of the Church school day.			disciples, and how Christians use the Communion 'meal' to help them to remember Jesus. New Life All Around (Easter) - Introduce the key events in the Easter narrative, and to think about some things that Christians believe about Jesus, through exploring the concept of 'new life'.		
Music		'Celebration Music' Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Musical Stories A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience
PE	Physical Development: Carving pumpkins Gymnastics – Val Sabin Introductory Unit - Using space	Physical Development: - Sparkler and firework dances.	Gymnastics - Val Sabin Unit B Stretching and Curling. Dance - Val Sabin Unit 3 – Recognise	Games – Val Sabin Unit 1 – Focus on using Bean Bags. Gymnastics – Val Sabin Unit C: Travelling and	Games – Val Sabin Unit 2 – Focus on using a ball. Swimming - swim competently, confidently and	Games – Val Sabin Unit 3 – Focus on using Hoops and Quoits. Swimming - swim competently,

	<p>safely, recognise directions and travel with control, identify and use different parts of the body, work co-operatively to use simple apparatus.</p> <p>Dance – Val Sabin Unit 1 - Be aware of space around them and move safely about the room, make simple shapes with their bodies, Travel on feet in a variety of ways, recognise repeated sounds and sound patterns and match movements to music.</p>	<p>Gymnastics – Val Sabin Unit A: Travelling</p> <p>Dance – Val Sabin Unit 2- Travel safely in a variety of ways on different parts of the body, Recognise and make simple shapes with their bodies, Move on different levels and in different directions, Recognise and use changes of speed.</p>	<p>and use a variety of body shapes, Move and 'freeze' with control, Travel and turn on high and low levels, Travel, rise and fall using different speeds.</p>	<p>taking weights on different body parts</p>	<p>proficiently and perform safe self-rescue in different water-based situations.</p>	<p>confidently and proficiently and perform safe self-rescue in different water-based situations.</p>
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