
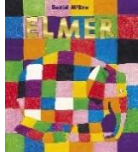
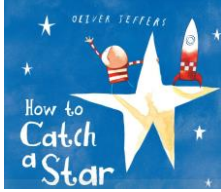
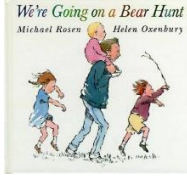
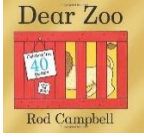
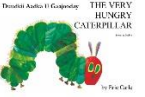




St. Giles' Infant School – EYFS Curriculum Map

	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>Winter Wonderland</p> 	<p>Dangerous Dinosaurs</p>  <p>Puddles and Rainbows</p> 	<p>Safari Animals</p>  <p>Splash!</p> 	<p>Sunshine and Sunflowers</p>  <p>Creep, Crawl and Wriggle</p> 
English	       	      	  			

Talk for Writing		Talk for Writing		Talk for Writing							
<p>Fiction: The Little Red Hen</p>  <p>Non-fiction: Instructions – how to bake bread</p>	<p>Fiction: Elmer by David McKee</p>  <p>Non-fiction: Explanation: celebrating differences</p>	<p>Fiction: How to Catch a Star by Oliver Jeffers</p>  <p>Non-fiction: Instructions: Text: how to catch a star</p>	<p>Fiction: We're going on a Bear Hunt</p>  <p>Non-fiction: Information Text: letter of invitation to the bear to come into school</p>	<p>Fiction: Dear Zoo by Rod Campbell</p>  <p>Non-fiction: Information text: report on zoo animals</p>	<p>The Very Hungry Caterpillar by Eric Carle</p>  <p>Non-fiction: Information texts about caterpillars</p>						
<p>Writing</p> <ul style="list-style-type: none"> - Letter formation/mark making - Segmenting to write phonemes and short words - writing for different purposes - re-telling and understanding stories 		<p>Writing</p> <ul style="list-style-type: none"> - Letter formation - Learning, re-telling and acting out familiar stories, developing a love of stories to support the early stages of creative writing 		<p>Writing</p> <ul style="list-style-type: none"> - Letter formation - Writing short phrases. - Verbal sentence construction. 		<p>Writing</p> <ul style="list-style-type: none"> - Letter formation - Construction of simple sentences. 		<p>Writing</p> <ul style="list-style-type: none"> - Letter formation - CVCC etc words. - Writing simple sentences. - Punctuating simple sentences. - Begin to build stamina for writing. 		<p>Writing</p> <ul style="list-style-type: none"> - Letter formation - CVCC etc words. - Writing simple sentences. - Punctuating simple sentences. - Building stamina for writing cont. 	
<p>Poetry</p> <p>Rhymes and poem Suggested texts: Playtime Rhymes: Sally Gardener</p>		<p>Poetry</p> <p>Rhymes and poems Plus: Monkey and Me: Emily Gravett [rhyming text]</p>		<p>Poetry</p> <p>Rhymes and poems Plus: Aliens love underpants: Claire Freedman and Ben Cort</p>		<p>Poetry</p> <p>Rhymes and poems Suggested texts: The Walker Book of First Rhymes</p>		<p>Poetry</p> <p>Rhymes and poems Suggested texts: The Booktime Book of Fantastic First Poems edited by June Crebbin</p>		<p>Poetry</p> <p>Rhymes and poems Suggested texts: A First Poetry Book: Pie Corbett and Gaby Morgan</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 Blending and segmenting: • 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> <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. 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. 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/. 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 Community 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</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>Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local</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	<p>class. It teaches 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.</p> <p>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.</p>	, <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 global environments.	keeping safe in the Sun.
Personal, Social and Emotional Development		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.	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.	Creep, Crawl and Wiggle This mini project teaches children about invertebrates that live in their gardens and local environment.
Expressive Arts and Design			Winter Wonderland This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.			
Literacy						
Communication and Language						
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	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.	Changing Me - Name parts of the body. - Tell you some things I can do

	<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 	<p>is good at different things</p> <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. 	<ul style="list-style-type: none"> - Think how to make friends to story myself from feeling lonely. - Start to understand the impact of unkind words. - Use 'Calm Me' time to manage my feelings. - Know how to be a good friend. 	<p>and foods I can eat to be healthy.</p> <ul style="list-style-type: none"> - 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> <p>Labelling computer parts.</p> <ul style="list-style-type: none"> - 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> <p>To know how to operate simple equipment</p> <p>To give explanations</p>

	<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>Who am I, and where do I belong?</p> <ul style="list-style-type: none"> • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions 	<p>Why do we have celebrations?</p> <ul style="list-style-type: none"> • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day', and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations 	<p>What makes a place special?</p> <ul style="list-style-type: none"> • Some people have spaces that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places 	<p>What can we learn from stories?</p> <ul style="list-style-type: none"> • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) • Some stories are about special people e.g., Jesus, Prophet Muhammad (pbuh), Moses 	<p>What makes something special?</p> <ul style="list-style-type: none"> • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think 	<p>What makes our world wonderful?</p> <ul style="list-style-type: none"> • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books • Others believe that our amazing world came about naturally and is

	(e.g., Jesus/Prophet Muhammad/Moses)				about God • Memories can be special	best explained by scientists, making observations and measurements (link to Science curriculum)
Music	<p>Introduction of Music to Continuous Provision</p> <p>Children are supported in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.</p>	<p>‘Celebration Music’</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p>Exploring Sound</p> <p>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</p>	<p>Music and Movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p>Musical Stories</p> <p>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.</p>	<p>Big Band</p> <p>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</p>
PE	<p>Physical Development: Carving pumpkins</p> <p>Gymnastics – Val Sabin Introductory Unit - Using space safely, recognise directions and travel with control, identify and use</p>	<p>Physical Development: - Sparkler and firework dances.</p> <p>Gymnastics – Val Sabin Unit A: Travelling</p> <p>Dance – Val Sabin Unit 2- Travel safely</p>	<p>Gymnastics - Val Sabin Unit B Stretching and Curling.</p> <p>Dance - Val Sabin Unit 3 – Recognise and use a variety of body shapes, Move and ‘freeze’ with control, Travel and</p>	<p>Games – Val Sabin Unit 1 – Focus on using Bean Bags.</p> <p>Gymnastics – Val Sabin Unit C: Travelling and taking weights on different body parts</p>	<p>Games – Val Sabin Unit 2 – Focus on using a ball.</p> <p>Swimming - swim competently, confidently and proficiently and perform safe self-rescue in different</p>	<p>Games – Val Sabin Unit 3 – Focus on using Hoops and Quoits.</p> <p>Swimming - swim competently, confidently and proficiently and perform safe self-rescue in different</p>

	<p>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>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>turn on high and low levels, Travel, rise and fall using different speeds.</p>		<p>water-based situations.</p>	<p>water-based situations.</p>
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