

## EYFS Curriculum Map – Year One

In the EYFS Classes we plan a curriculum based on children’s development, predictable interests, needs and their own interests. Through careful observation of the children we are able to find out their interests and what motivates them, and promotes their engagement. We also look at world around us and how it is changing, and we follow current national and international events such as sporting events, Royal events and festivals.

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|--|--|--|---|--|--|
| <b>School Value</b>   | <b>Co-operation</b>  | <b>Courage</b>   | <b>Honesty</b>   | <b>Perseverance</b>   | <b>Respect</b>   | <b>Kindness</b>  |
|   | <b>Fiction:</b><br>We’re Going on a Bear Hunt by Michael Rosen   | <b>Poetry:</b><br>Wiggle and Roar<br>By Julia Donaldson  | <b>Fiction:</b><br>The Three Little Pigs – Traditional Tale  | <b>Non-Fiction:</b><br>Animal Surprise by Nicola Davies   | <b>Fiction: (Drama)</b><br>The Tempest by William Shakespeare  | <b>Non-Fiction:</b><br>Now Wash your Hands by Matt Carr  |
| <b>Communication and Language</b><br>Listening, Attention and Understanding<br>Speaking                         | Attention Bucket/<br>Group Time<br>Following simple instructions and routines<br>Communicating with others – Introducing and talking about ourselves | Attention Bucket/<br>Group Time<br>Following simple instructions and routines<br>Making choices and requesting | Attention Bucket/<br>Group Time<br>Listening to different texts<br>Expressing our emotions, saying how you are feeling/why | Attention Bucket/<br>Group Time<br>Listening to different texts<br>Commenting                         | Attention Bucket/<br>Group Time<br>Listening to different texts<br>Questioning                       | Attention Bucket/<br>Group Time<br>Listening to different texts<br>Using friendly words            |
| <b>Physical Development</b><br>Gross Motor Skills<br>Fine Motor Skills  | Dance<br>Sensory Circuits<br>Self-Help Skills  | Gym<br>Sensory Circuits<br>Dough Disco   | Multi-Skills<br>Sensory Circuits<br>Funky Fingers  | Ball-Skills<br>Sensory Circuits<br>Funky Fingers  | Team Work –<br>Preparing for Sports Day<br>Sensory Circuits<br>Using tools safely                    | Athletics<br>Sensory Circuits<br>Using tools for a purpose   |
| <b>Personal, Social and Emotional Development</b><br>Self-Regulation<br>Managing Self<br>Building Relationships | Learning new routines and exploring environment<br>Managing Change<br>Developing relationships with key adults                                       | Communicating about Emotions<br>Self-care skills<br>Turn Taking  | Communicating about Emotions<br>Dental hygiene<br>Sharing  | Communicating about emotions<br>Giving things a try<br>Thinking about Other People’s Feelings         | Recognising Emotions in Others<br>Getting Out and About<br>Conflict Resolution                       | Recognising Emotions in Others<br>Moving On<br>Independent Living Skills<br>Being a Good Friend    |
| <b>Literacy</b><br>Comprehension<br>Word Reading<br>Writing   | Book Share<br>Shared Reading<br>Environmental and Instrumental Sounds<br>Enjoying Mark Making  | Book Share<br>Shared Reading<br>Body Percussion and Rhythm<br>Enjoying Mark Making using different media       | Book Share<br>Shared Reading<br>Rhyme and Alliteration<br>Using tools to mark make   | Book Share<br>Shared Reading<br>Alliteration and Voice Sounds<br>Big mark making and following tracks | Book Share<br>Shared Reading<br>Oral Blending and Segmenting<br>Mark Making<br>Threading and tracing | Book Share<br>Shared Reading<br>Oral Blending and Segmenting<br>Mark Making for different purposes |

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|---|---|--|---|---|--|---|
| <b>Mathematics</b><br>Number<br>Numerical Patterns  | Number Songs and Games<br>Patterns                      | 1:1 Correspondence<br>Matching and Sorting                                     | 1:1 Correspondence<br>3D shapes                           | Number Recognition<br>Cardinality<br>2D Shapes                              | More/ Less<br>Comparisons<br>Spatial reasoning                           | Combing and partitioning two groups<br>Sequencing                     |
| <b>Understanding the World</b><br>Past and Present<br>People and Communities<br>The Natural World | Same and Different<br>Working with others<br>Forest Fun | Seasonal Changes<br>Festivals<br>– Diwali/ Christmas<br>Animals that hibernate | Travel<br>Travel<br>Fun with Food                         | Sequencing Events<br>Animals and their Environments<br>Planting and Growing | Animals and their Young<br>People who are Special to Us<br>Forest School | Moving On<br>What Makes Us Great<br>Fruit and Vegetables              |
| <b>Expressive Arts and Design</b><br>Creating with Materials<br>Being Imaginative and Expressive  | Modelling<br>Daily singing<br>Home Area                 | Colour<br>Daily singing<br>Dressing up clothes<br>Nativity Role Play<br>Area   | Fabric and Textures<br>Daily singing<br>Role Play Rockets | Cutting and Sticking<br>Daily singing<br>Garden Role Play<br>Area           | Collage and Texture<br>Daily singing<br>Vet Role Play                    | Malleable Materials<br>Daily singing<br>Greengrocer Shop<br>Role Play |

|                        |                      |                                |   |                                       |               |                                     |
|------------------------|----------------------|--------------------------------|---|---------------------------------------|---------------|-------------------------------------|
| <b>Parent Sessions</b> | Autumn Stay and Play | Stay and Play<br>Nativity Play | Toilet Training Workshop<br>Stay and Play | Teeth Cleaning Workshop<br>Welly Walk | Stay and Play | Stay and Play<br>Celebration Picnic |
|------------------------|----------------------|--------------------------------|---|---------------------------------------|---------------|-------------------------------------|