

**SMSP EYFS CURRICULUM MAP**

**2021**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	All About Me Autumn	Diwali & Bonfire night Space Christmas	Dinosaurs Wild Animals Chinese New Year	Traditional Tales Spring & Easter	Farm Growing People who help us	Mini beasts Water & Pirates Ready for Year One
<b>Key Questions</b>	What makes you unique? What are our school rules?  What are the four seasons? What changes happen in each? What is hibernation?	How and why do Hindus celebrate Diwali?  What is gravity? What are the names of the planets?  Who celebrates Christmas? Why?	What are carnivores and herbivores? What does extinct mean? What different habitats are there in the wild? How is CNY celebrated? Can you name the animals of the Zodiac?	Who are the characters? What is the setting of the story?  What changes do we see around us in Spring?  Who celebrates Easter? Why?	What produce do we get from farms? How?  What is a lifecycle?  What are the main three emergency services?	What is a mini beast?  How are rainbows formed? What is evaporation?  What achievements are you proud of this year? What are you looking forward to in Y1?
<b>Key Stories Poems and Rhymes</b>	My Many Coloured Days Leafman  Funny Faces The Rhythm of Life The Dormouse	The Story of Rama and Sita Whatever Next The Owl who was Afraid of the Dark  Night Songs Zim Zam Zoom 5 Little Men in a Flying Saucer	DK Kids Fact Books The Story of the Zodiac  Dinosaur Rap Dinosaur, Dinosaur Angry BEwARe!	The Jolly Postman Once Upon a World The Ghanaian Goldilocks Prince Cinders Three Little Wolves and the Big Bad Pig  Hey, Let's Go Cows	Jasper's Beanstalk Errol's Garden The Enormous Turnip  Little Red Hen Rap Hullabaloo!	The Very Hungry Caterpillar Rainbow Fish  The Beetle When I was One Voices of Water Pirate Pete
<b>Religious Education</b>	Who Made The Wonderful World and Why?	Why Is Christmas Special For Christians?	Why Do Christians Believe Jesus Is Special?	What Is So Special About Easter?	How Did Jesus Rescue People?	Who Cares For This Special World?

<p><b>Literacy</b></p>	<p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
<p>Weekly school library visits to choose a book. Termly trips to Teddington Library to share stories.</p>						
<p><b>Phonics (ELS)</b></p>	<p><u>Phase 2</u> s a t p i n m d g o c k c k e u r s s h b f f l l l</p> <p><i>I the no put is of to go into pull as his</i></p>	<p><u>Phase 3</u> j v w x y z z z qu ch sh th ng nk ai ee igh oa -es</p> <p><i>he she buses we me be push was her my you</i></p>	<p><u>Phase 3 &amp; 4</u> oo ar ur oo or ow oi ear air ure er oa (ow)</p> <p><i>they all are ball tall when what</i></p>	<p><u>Phase 3 &amp; 4</u> Review</p> <p><i>said so have were out like some come there little one do children love</i></p>	<p><u>Phase 4</u> cvcc words -ed (ed) -ed (t) -ed (d) ccvcc words ccvc words ccvcc words -er - est</p>	<p><u>Phase 5</u> Ay ou ie ea -le oy ir ue aw wh ph ew oe au ey a-e e-e</p> <p><i>Oh their people Mr Mrs your ask should would could asked house mouse water want very</i></p>
<p><b>Writing</b></p>	<p>-Fine motor and mark making activities.</p> <p>-Name writing</p> <p>-Letter formation</p> <p>-CVC writing frames</p>	<p>-Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes</p> <p>-Spell harder to read words independently.</p> <p>-Make phonetically plausible attempts when writing more complex words</p>	<p>-Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>-Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>-Write simple sentences using finger spaces, that can be read by themselves and others</p>	<p>-Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus</p> <p>-Segmenting phase 4 and 5 words</p>	
<p><b>Reading</b></p>	<p>-Discussing pictures, comprehension and prediction skills.</p> <p>-Hold a book correctly and turn pages from front to back and recognise front and back cover</p> <p>-Differentiate between text and illustration</p> <p>-Understand that print conveys meaning</p>	<p>-Use decoding to read -using build and blend strategy - towards automatically reading known words</p> <p>-Spotting digraphs and trigraphs in words.</p> <p>-Read common irregular words from Phase 3</p> <p>-Read simple sentences</p>		<p>-Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy</p> <p>-Use phonic knowledge to attempt unknown words</p>		

	<p>-Know that, in English, print is read from left to right and top to bottom</p> <p>-Decode a number of regular words using Phase 2 and 3 phonemes with build and blend strategy, and read aloud accurately</p> <p>Act out a story in role play</p>	<p>-Link sounds to letters, naming and sounding letters of the alphabet</p> <p>-Sequence a simple story or event</p>	<p>-Listen attentively to a story at the appropriate interest level</p> <p>Recall the main points in texts in the correct sequence</p> <p>-Use the structure of a simple story when re-enacting and retelling</p> <p>-Talk about the themes of simple texts, e.g. good over evil</p>
<p><b>Communication and Language</b></p>	<p><b><u>Listening, Attention and Understanding:</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking:</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
	<p>Ongoing activities throughout the year:</p> <p>1:1 and small group reading</p> <p>Class stories – both reading and telling own</p> <p>Circle time discussions</p> <p>Helicopter Stories</p> <p>News Books</p> <p>Talk partners</p> <p>Group work</p> <p>Dialogue with peers and staff</p> <p>Reading and sharing their work – amazing authors</p> <p>Role play corner</p> <p>Small world</p> <p>Class book corners</p> <p>Word of the week</p> <p>Trips and visitors</p> <p>Drama workshops</p> <p>Singing assemblies</p> <p>Topical poems</p> <p>Hot seating</p>		

<b>Mathematics</b>	<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
	Number of the week 1-5 Sequencing 0-5 Number bonds to 5 Subitising 0-5	NOTW 6-10 Number investigations Number bonds to 10 Subitising 0-10	NOTW 11 & 12 Addition to 10 Subtraction to 10 Teen numbers	Addition Subtraction Teen numbers Counting in 2s and 10s O'clock and half past Times of the day Problem solving	Odd and even Double and half Money Coin recognition and making amounts Revision	Addition/subtraction Number bonds Symmetry Double and half Counting in 2s/5s/10s Co-ordinates Revision
<b>Personal Social &amp; Emotional Development</b>	<p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>					
	Zones of Regulation  Being Me in my World -Ready, Respectful, Safe -Internet safety -Turn-taking -Sharing -Developing respect and understanding responsibilities	Zones of Regulation  Celebrating Difference -Unique talents and skills -My family, friends and homes -Being resilient	Zones of Regulation  Dreams and Goals -Being determined -Goal setting -Supporting others -Recognising my own success	Zones of Regulation  Healthy Me -Looking after and understanding my body -Self-care and hygiene -Being safe	Zones of Regulation  Relationships -Roles in different families -Conflict resolution -Bullying -Being a good friend	Zones of Regulation  Changing Me -How I change -Transition to Year One (reflecting on past year and discussing feeling about the coming year)

	Cooking: Pizzas	Cooking: Fruit rockets Gingerbread reindeer	Cooking: Tasting Chinese foods	Cooking: Easter nests	Cooking: Making bread and butter	Cooking: Making fruit ice lollies
<b>Physical Development</b>	<p><b>Gross Motor Skills:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p>					
	<p><u>Introduction to PE</u> Being aware of others and moving safely/sensibly in a space. Developing stopping with control. Using equipment safely and responsibly. Using different traveling actions on a path. To work co-operatively with others. To follow, copy and lead a partner.</p> <p>Pre writing skills – fine and gross motor activities.</p>	<p><u>Ball skills</u> Rolling a ball to a target. Stopping a rolling ball. Developing accuracy when throwing to a target. Bouncing and catching a ball. Dribbling a ball with your feet. Kicking a ball. Dribbling with hands. Throwing and catching to a partner.</p>	<p><u>Gymnastics</u> Copying and creating shapes with our body. Creating shapes on apparatus. Jumping and landing safely. Rocking and rolling. Creating sequences of actions. Traveling around, over and through apparatus.</p>	<p><u>Fundamentals</u> Developing stationary and moving balance. Running and stopping. Changing direction. Jumping and landing. Hopping with control. Different ways to travel.</p>	<p><u>Changing</u> Being independent when getting changed for PE.</p> <p><u>Games</u> Throwing and keeping score Roles within games Following instructions and moving safely. Working co-operatively and taking turns.</p>	<p><u>Dance</u> Using counts of 8 to know when to change actions. Exploring how different body parts move. Expressing and communicating ideas through movement. Copying and repeating actions. Moving with control and coordination. Using props with control.</p>
<b>Understanding the world</b>	<p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

	<p><u>All About Me</u> <i>Here We Are</i> -Our planet and our place in the world -Things we can do on Earth -Our wonderful world -Outdoor environment -The human body -Everybody is welcome -Being busy and being calm</p> <p><u>Autumn</u> -Walks -Seasonal changes -Hibernation -Nocturnal animals</p>	<p><u>Diwali</u> -Who celebrates it and why.</p> <p><u>Light and dark</u> -Shadows, sources of light, night time and daytime.</p> <p>-Guy Fawkes and Bonfire Night.</p> <p><u>Space</u> -Planets in the solar system -The Moon -The Sun -Gravity -Astronauts</p> <p><u>Christmas</u> -Celebrations around the world.</p>	<p><u>Dinosaurs</u> -Herbivores and Carnivores -Fossils</p> <p><u>Wild Animals</u> -Camouflage -Habitats -Predator/prey</p> <p><u>Chinese New Year</u> -How it is celebrated -Contrasting environments – UK/China.</p>	<p><u>Traditional Tales</u> -Compare and contrast different cultures</p> <p><u>Spring/Easter</u> -Seasonal changes -Baby animal names -How Easter is celebrated and why</p>	<p><u>Farm</u> -Farming across the globe, different climates and environments -Farm produce -Farm machinery</p> <p><u>Growing</u> -Lifecycles of animals and humans. -Planting</p> <p><u>People Who Help Us</u> -Dentists – good oral health -Emergency service vehicles -Mary Seacole -Past and present hospitals</p>	<p><u>Minibeasts</u> -Habitats -Vertebrates and invertebrates</p> <p><u>Water and Pirates</u> -Ocean Conservation -Ocean ecosystems -Water cycle -Floating and sinking -Famous historical pirates -Ships</p> <p><u>Transition to Year One</u> -Past, present and future of their school life -Visits to Year One -Letters to new teachers</p>
Expressive arts and design	<p><b><u>Creating with Materials:</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative and Expressive:</u></b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
	Portraits of peers Family pictures Leaf Man – create own leaf people/animals with leaves found on walk	Clay diva lamps Rangoli patterns Marble firework pictures Printing Solar system sketches	Art straw dinosaur skeletons Camouflage painting and printing Calligraphy	Making story props and puppets Observational drawings Easter baskets	Colour mixing farm animals 3D Vehicles model making	Bubble painting Watercolour paintings Printing Topic based model making

	<p>Leaf printing Andy Goldsworthy</p> <p>Topic related songs and rhymes Body percussion Barefoot Books – If You’re Happy And you Know It</p>	<p>Saltdough decorations</p> <p>Topic related songs and rhymes</p> <p>Barefoot Books – Space Song Rocket Ride</p>	<p>Willow Pattern designs</p> <p>Topic related songs and rhymes CNY Dance workshop Percussion for dragon dance Barefoot Books – Dinosaur Rap</p>	<p>Topic related songs and rhymes</p> <p>Music from other traditions and cultures</p> <p>Barefoot Books – Magic Train Ride</p>	<p>Topic related songs and rhymes</p> <p>Barefoot Books – Farmyard Jamboree</p>	<p>Topic related songs and rhymes</p> <p>Barefoot Books – Portside Pirates There’s A Hole In The Bottom Of The Sea</p>
<b>Events</b>	<p>Home visits Autumn Walks</p>	<p>Christmas Lunch Nativity Play Pantomime</p>	<p>Dino dig Dragon Drama Wild Animal workshop</p>	<p>Windsor Castle Traditional tale dress up day Easter Bonnet Parade</p>	<p>Bocketts Farm Fire Engine Visit</p>	<p>Urban Farm Bug Ball</p>