

**SMSP EYFS CURRICULUM MAP
2023 2024**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me & Settling into School Seasons & Autumn	Diwali & Bonfire night Space Polar Regions Christmas	Dinosaurs Wild Animals Chinese New Year	People who help us Curriculum week Shape week Spring & Easter	Growing & Plants Farms Traditional Tales	Mini beasts & Lifecycles Water & Pirates Ready for Year One
Key Questions	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?	What are the main three emergency services? 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? Who are the characters? What is the setting of the story?	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?
Key Stories Poems and Rhymes	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!	Circle, Triangle and Square The Perfect Fit Green Lizards vs Red Rectangles Hey, Let's Go Cows	Jasper's Beanstalk Errol's Garden The Enormous Turnip The Jolly Postman Once Upon a World The Ghanaian Goldilocks Prince Cinders Three Little Wolves and the Big Bad Pig Little Red Hen Rap Hullabaloo!	The Very Hungry Caterpillar Rainbow Fish The Beetle When I was One Voices of Water Pirate Pete

Religious Education	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?
Literacy	<p>Comprehension: 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>Word Reading: 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>Writing: 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 style="text-align: center;">Weekly school library visits to choose a book. Termly trips to Teddington Library to share stories.</p>						
Phonics (ELS)	<p style="text-align: center;"><u>Phase 2</u></p> <p>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 style="text-align: center;"><u>Phase 3</u></p> <p>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 style="text-align: center;"><u>Phase 3 & 4</u></p> <p>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 style="text-align: center;"><u>Phase 3 & 4</u> Review</p> <p><i>said so have were out like some come there little one do children love</i></p>	<p style="text-align: center;"><u>Phase 4</u></p> <p>cvcc words -ed (ed) -ed (t) -ed (d) ccvcc words cccvc words cccvc words -er - est</p>	<p style="text-align: center;"><u>Phase 5</u></p> <p>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>
Writing	<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>	
Reading						

	<ul style="list-style-type: none"> -Discussing pictures, comprehension and prediction skills. -Hold a book correctly and turn pages from front to - back and recognise front and back cover -Differentiate between text and illustration -Understand that print conveys meaning -Know that, in English, print is read from left to right and top to bottom -Decode a number of regular words using Phase 2 and 3 phonemes with build and blend strategy, and read aloud accurately Act out a story in role play 	<ul style="list-style-type: none"> -Use decoding to read -using build and blend strategy - towards automatically reading known words -Spotting digraphs and trigraphs in words. -Read common irregular words from Phase 3 -Read simple sentences -Link sounds to letters, naming and sounding letters of the alphabet -Sequence a simple story or event 	<ul style="list-style-type: none"> -Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy -Use phonic knowledge to attempt unknown words -Listen attentively to a story at the appropriate interest level Recall the main points in texts in the correct sequence -Use the structure of a simple story when re-enacting and retelling -Talk about the themes of simple texts, e.g. good over evil
<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding:</u> 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><u>Speaking:</u> 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> <ul style="list-style-type: none"> Small group reading Class stories – both reading and telling own Circle time discussions News Books Talk partners Group work Dialogue with peers and staff Reading and sharing their work – amazing authors Role play corner Small world Class book corners Word of the week Trips and visitors Drama workshops Singing assemblies 		

	Topical poems Hot seating		
Mathematics	<p>Number: 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>Numerical Patterns: 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>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

	<p>accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		
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Personal Social & Emotional Development

Self-Regulation: 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

Managing Self: 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.

Building Relationships: 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

Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation
<p>Being Me in my World</p> <ul style="list-style-type: none"> -Ready, Respectful, Safe -Internet safety -Turn-taking -Sharing -Developing respect and understanding responsibilities 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> -Unique talents and skills -My family, friends and homes -Being resilient 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> -Being determined -Goal setting -Supporting others -Recognising my own success 	<p>Healthy Me</p> <ul style="list-style-type: none"> -Looking after and understanding my body -Self-care and hygiene -Being safe 	<p>Relationships</p> <ul style="list-style-type: none"> -Roles in different families -Conflict resolution -Bullying -Being a good friend 	<p>Changing Me</p> <ul style="list-style-type: none"> -How I change -Transition to Year One (reflecting on past year and discussing feeling about the coming year)
<p>Cooking: Pizzas</p>	<p>Cooking: Fruit rockets Gingerbread reindeer</p>	<p>Cooking: Tasting Chinese foods</p>	<p>Cooking: Easter nests</p>	<p>Cooking: Making bread and butter Honey sandwiches</p>	<p>Cooking: Making fruit ice lollies</p>

Gross Motor Skills: 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>Physical Development</p>	<p>Fine Motor Skills: 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. 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. <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>
<p>Understanding the world</p>	<p>Past and Present: 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>People, Culture and Communities: 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>The Natural World: 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></p>	<p><u>Diwali</u> -Who celebrates it and why.</p>	<p><u>Dinosaurs</u> -Herbivores and Carnivores -Fossils</p>	<p><u>People Who Help Us</u></p>	<p><u>Farm</u> -Farming across the globe, different</p>	<p><u>Minibeasts</u> -Habitats</p>

	<ul style="list-style-type: none"> -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><u>Autumn</u></p> <ul style="list-style-type: none"> -Walks -Seasonal changes -Hibernation -Nocturnal animals 	<p><u>Light and dark</u></p> <ul style="list-style-type: none"> -Shadows, sources of light, night time and daytime. <p>-Guy Fawkes and Bonfire Night.</p> <p><u>Space</u></p> <ul style="list-style-type: none"> -Planets in the solar system -The Moon -The Sun -Gravity -Astronauts <p><u>Christmas</u></p> <ul style="list-style-type: none"> -Celebrations around the world. 	<p><u>Wild Animals</u></p> <ul style="list-style-type: none"> -Camouflage -Habitats -Predator/prey <p><u>Chinese New Year</u></p> <ul style="list-style-type: none"> -How it is celebrated -Contrasting environments – UK/China. 	<ul style="list-style-type: none"> -Dentists – good oral health -Emergency service vehicles -Mary Seacole -Past and present hospitals <p><u>Spring/Easter</u></p> <ul style="list-style-type: none"> -Seasonal changes -Baby animal names -How Easter is celebrated and why 	<p>climates and environments</p> <ul style="list-style-type: none"> -Farm produce -Farm machinery <p><u>Growing</u></p> <ul style="list-style-type: none"> -Lifecycles of animals and humans. -Planting <p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> -Compare and contrast different cultures 	<ul style="list-style-type: none"> -Vertebrates and invertebrates <p><u>Water and Pirates</u></p> <ul style="list-style-type: none"> -Ocean Conservation -Ocean ecosystems -Water cycle -Floating and sinking -Famous historical pirates -Ships <p><u>Transition to Year One</u></p> <ul style="list-style-type: none"> -Past, present and future of their school life -Visits to Year One -Letters to new teachers
<p>Expressive arts and design</p>	<p><u>Creating with Materials:</u> 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><u>Being Imaginative and Expressive:</u> 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>					
	<ul style="list-style-type: none"> Portraits of peers Family pictures Leaf Man – create own leaf people/animals with leaves found on walk Leaf printing Andy Goldsworthy <p>Topic related songs and rhymes</p>	<ul style="list-style-type: none"> Clay diva lamps Rangoli patterns Marble firework pictures Printing Solar system sketches Saltdough decorations 	<ul style="list-style-type: none"> Art straw dinosaur skeletons Camouflage painting and printing Calligraphy Willow Pattern designs Topic related songs and rhymes CNY Dance workshop Percussion for dragon dance 	<ul style="list-style-type: none"> 3D Vehicles model making <p>Observational drawings</p> <p>Easter baskets</p> <hr/> <p>Topic related songs and rhymes</p>	<ul style="list-style-type: none"> Colour mixing farm animals Making story props and puppets <hr/> <p>Topic related songs and rhymes</p>	<ul style="list-style-type: none"> Bubble painting Watercolour paintings Printing Topic based model making <hr/> <p>Topic related songs and rhymes</p>

	Body percussion Barefoot Books – If You're Happy And you Know It	Topic related songs and rhymes Barefoot Books – Space Song Rocket Ride	Barefoot Books – Dinosaur Rap	Music from other traditions and cultures Barefoot Books – Magic Train Ride	Barefoot Books – Farmyard Jamboree	Barefoot Books – Portside Pirates There's A Hole In The Bottom Of The Sea
Events	Home visits Autumn Walks	Christmas Lunch Nativity Play Pantomime	Dino dig Dragon Drama Wild Animal workshop	Fire Engine Visit Easter Bonnet Parade	Mill Cottage Farm Windsor Castle Traditional tale dress up day	Urban Farm Bug Ball