Christ Church Curriculum Map – EYFS

Area of Learning	Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language	Listening, Attention & Understanding	• 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.					
	Speaking	• Participate in 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.					
Physical Development	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.					
	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, paint brushes and cutlery; • Begin to show accuracy and care when drawing.					
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.					
PSHE	Jigsaw scheme of work	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					

<table>
<tr><td rowspan="4"></td><td>Word Reading</td><td>Introduction of Phonics using Bug Club.</td><td colspan="4">Through daily Phonics and Group Reading sessions we will;
• 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.</td></tr>
<tr><td rowspan="2">Writing</td><td colspan="5">• 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.</td></tr>
<tr><td>Literacy Tree texts: Outside Inside - Little Red</td><td>Literacy Tree texts: Knowing Yourself - Halibut Jackson</td><td>Literacy Tree texts: Talents and Powers – The Magic Paintbrush</td><td>Literacy Tree texts: Sowing a Seed – The Extraordinary Gardener</td><td>Literacy Tree texts: Strength of Mind – The Night Pirates</td><td>Literacy Tree texts: Family & Friends – Oi Frog</td></tr>
<tr><td colspan="6">In addition to our set Literacy curriculum, we encourage a love of reading by providing
• inviting and inspiring reading areas with a wide range of reading material for children to enjoy in their own time,
• daily opportunities for listening to and sharing stories with an adult, either one to one, with a small group or as a class,
• daily whole class stories, poems and songs using a wide range of high quality texts,
• small group reading sessions at least once a week,
• story sacks and role play opportunities for children to use independently,
• stories, poems, songs, non-fiction texts and role play opportunities within our teaching of other areas of the curriculum.</td></tr>
<tr><td rowspan="2">Mathematics</td><td>Number</td><td colspan="5">• 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.</td></tr>
<tr><td>Numerical Patterns</td><td colspan="5">• 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.</td></tr>
<tr><td rowspan="2">Understanding the World</td><td rowspan="2">Past & Present (History)</td><td colspan="5">• 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</td></tr>
<tr><td>Ourselves</td><td>Family and Jobs People Do</td><td colspan="2">Stories and Celebrations</td><td>Shooters Hill and our school over time</td></tr>
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	People, Culture & Communities (Geography)	• 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.					
		Family and Celebrations	Learning about other countries and how they differ from where we live	Where our food comes from	Our environment and maps		
	The Natural World (Science)	• 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.					
		Autumn and seasonal change Light and Dark	Planting and Growing Mini-beasts Spring and seasonal change		Comparing environments – Water & Land Summer and seasonal change		
Expressive Arts & Design	Creating with Materials and Being Imaginative and Expressive	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. • 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 try to move in time with music.					
		Exploring and experimenting with tools, materials and media. Charanga Music: Me!	Colouring mixing with paint. Exploring with chalk, clay and collage. Charanga Music: My Stories Nativity performance	Exploring and joining materials and observational drawing Charanga Music: Everyone!	Exploring and joining materials and observational drawing Charanga Music: Our World	Using, applying, inventing, evaluating Charanga Music: Big Bear Funk	Using, applying, inventing, evaluating Charanga Music: Reflect, Rewind and Replay
RE	Following the Southwark Diocese Board of Education Framework	RE: Who Made the Wonderful World?	RE: Why is Christmas Special for Christians?	RE: Why do Christians believe Jesus is Special?	RE: What is So Special About Easter?	RE: Special Places	RE: How did Jesus Rescue People?