

## Donisthorpe Primary School Curriculum Map - EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme titles</b>	<b>Step into Donaldson Land</b>	<b>Spins and Sparkles</b>	<b>Are we there yet?</b>	<b>Ready, Steady, Grow!</b>	<b>Amazing Animals</b>	<b>Splish, Splash, Splosh</b>
<b>Characteristics of Effective Learning</b>	Playing and Exploring	Active Learning	Playing and Exploring Active Learning	Active Learning Creating and Thinking Critically	Active Learning Creating and Thinking Critically	Creating and Thinking Critically
<b>Personal, Social, Emotional Development</b>	Focus on settling children into their new school Setting up classroom rules and establishing routines Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence. Circle time – Talking about our emotions, worries and identifying our own feelings	Celebrating difference  Respect for others  Respect of our toys/environment  Anti-bullying week Remembrance Day Keeping safe on Bonfire night Harvest Diwali Christmas	Discussion about real life heroes and how we can be kind helpful people  Growth mind set - how we can persevere and solve problems  Class rules	Looking after ourselves and keeping healthy  Healthy eating  Focus on looking after living things, showing care and concern	Focus on consequences of our actions, showing empathy for others  Discussions about honesty and telling the truth  Respecting ourselves and each other  Looking after each other	Celebrating our achievements  Moving on and saying goodbye – transition  Expressing our feelings and emotions appropriately  Our talents  Work co-operatively and take turns.
<b>Physical Development</b>	Developing fine motor/muscle control in continuous provision Dough Disco Squiggle While you Wiggle Bikes, running, climbing Gross motor skills– monitored in outdoor Pencil grip/control	Pencil grip/control  Dough Disco Squiggle While you Wiggle  Explore moving in a variety of different ways Throwing and catching – ball skills Hopping, skipping balancing  Self-care needs – building independence to look after themselves.	Focus on pencil grip  Fine motor control with scissors, pencils  Squiggle/Dough Disco  Self-care needs – building independence to clean and look after themselves  Continue to focus on different ways of moving	Focus on pencil grip Funky fingers  Squiggle/Dough Disco  Gross Development – monitored in outdoor area/PE  Self-care needs  Healthy eating  Exploring how our bodies change as we grow.	Focus on pencil grip Funky fingers focus  Squiggle/Dough Disco  Fine motor control – scissors, pencil, variety of different media.  Gross Development – monitored in running, jumping, moving in different directions  Continue to develop independence with self care.	Ensure children use the correct Tripod Grip  Squiggle/Dough Disco  Fine motor control – scissors, pencils, variety of different media  Gross Development – monitored in outdoor area/PE  Continue to develop independence with self care.

<p><b>Communication and Language</b></p>	<p>Opportunities for developing speaking and listening within the continuous provision</p> <p>Circle games to introduce new children/names etc</p> <p>Building children's understanding through questioning about stories and pictures</p> <p>Building confidence to speak in a small group</p> <p>Rhyme Learning nursery rhymes by heart</p>	<p>Listening to and retelling stories using pictures and puppets</p> <p>Be able to retell a familiar story</p> <p>Rhyme</p> <p>Shared reading</p> <p>Listening and sharing news.</p>	<p>Listening to and retelling stories using pictures and puppets</p> <p>Be able to retell a familiar story</p> <p>Rhyme</p> <p>Shared reading</p> <p>Listening and sharing news.</p> <p>Comment about different jobs.</p>	<p>Talk about experiences using the correct tenses and vocabulary</p> <p>Shared reading</p> <p>Asking how and why questions.</p> <p>News Sharing: talking in front of the class.</p>	<p>Talk about experiences using the correct tenses and vocabulary</p> <p>Shared reading</p> <p>Asking how and why questions.</p>	<p>Listen to stories, anticipating key events.</p> <p>Asking how and why questions.</p> <p>Offer explanations for why things might happen.</p> <p>Use full sentences when talking about their feelings and experiences.</p>
<p><b>Literacy</b></p>	<p>Focus on early reading skills-blending sounds</p> <p>Talking about picture books</p> <p>Focus on pencil control</p> <p>Writing initial sounds</p> <p>Writing their name</p> <p>Mark making opportunities indoors and outdoors</p>	<p>Blending sounds in words</p> <p>Listening to stories and retelling them using pictures and puppets</p> <p>Continue to focus on pencil control and holding their pencil correctly</p> <p>Use phonic knowledge to begin to write simple words</p> <p>Independent writing and mark opportunities in the continuous provision</p>	<p>Read simple sentences out loud using phonic knowledge</p> <p>Learn how to use an information book</p> <p>Letter formation and pencil grip</p> <p>Use phonic knowledge to write in simple sentences using a capital letter, finger spaces and a full stop</p> <p>Independent writing opportunities in the continuous provision</p>	<p>Read simple sentences out loud and use phonic knowledge to read longer words independently</p> <p>Explore features of a non-fiction texts linked to Spring and Life cycles</p> <p>Handwriting and letter formation</p> <p>Independently write in full sentences using some punctuation</p> <p>Independent writing opportunities</p>	<p>Read simple sentences with increasing fluency</p> <p>Handwriting and letter formation</p> <p>Write in full sentences using punctuation including capital letters, finger spaces and full stops</p> <p>Independent writing opportunities</p>	<p>Re ad with increasing fluency and expression.</p> <p>Demonstrate understanding of what's been read.</p> <p>Handwriting and letter formation</p> <p>When writing use the word 'and' to connect two parts of a sentence</p> <p>Talk about narrative features in books</p> <p>Independent writing opportunities</p>

<b>Janes Considine</b>	Introducing and exploring FANTASTIC lenses through familiar stories, poems, letters.		FANTASTIC lenses		FANTASTICS +	
	-	-	-	-	We're Going on a Bear Hunt	NF: If Sharks Disappeared
<b>Sounds – Write</b>	Initial Code Units 1 - 7		Initial Code Units 8 – 10 CVCC, CCVC words		Initial Code Units 10-11 Bridging units.	
<b>Mathematics</b> <i>*ongoing throughout the year: Days of the week, telling the time to o'clock, ordering events in the day*</i>	Understand the numberness of number.  Matching numbers to objects  Comparing  Sorting objects  Odd One out  Comparing amounts/size/mass/ Capacity  Using balance scales  Make simple patterns	Representing, comparing and composition of 1-3  Subitising  2d Shapes – Circles and triangles, shapes with 4 sides  Spatial awareness  Positional Language  One more, one less  Combining shapes  Ordering Routines  Ordering numbers	Introduce 0  Compare numbers to 5  Composition of 4 and 5  Compare mass  Compare capacity  Balancing numicon  Number bonds to 10  Numbers 1-10, mainly 6, 7, 8.  Making pairs  Using 10 frames  Combining 2 groups  Length and Height  Time and measuring	Numbers 1-10, mainly 9 and 10  Comparing numbers to 10  Number bonds to 10  3D shapes  Pattern  Subitising  Counting  Composition  Sorting and matching  Comparing and Ordering	Subitising  Counting  Composition  Sorting and matching  Comparing and ordering  Number bonds 10-20  Counting patterns beyond 10  Spatial reasoning  Adding more  Taking away  Spatial reasoning	Doubling  Sharing equally  Count to 100  Recognise the counting system  Explorer and represent patterns in number like odds and evens  Recognise the counting system.  Adding more  Taking away
<b>Understanding the World</b>	Draw pictures of their own family  Respect families from different cultures  Day to day routine  Use a simple program on the iPad	Celebrations of different cultures and festivals Harvest/Diwali/Christmas  Explore light and dark-discuss the nights getting darker sooner  Take torches outside at night time	Go for a walk in our local area  Explore houses and homes , how they are similar and different  Recycling and litter	Lifecycles – how things change (caterpillar, frog, chicks)  Look for signs of Spring  Start planting and growing- cress, beans, radishes etc	Explore the differences of difference animals and different habitats.  Look at how we can look after different animals  Chicks/eggs (not during COVID)	Creatures that live under the sea  History of pirates  Floating and sinking Similarities  Caring for our environment- plastic in the sea

		<p>Look for signs of Autumn</p> <p>Talk about animals going into hibernation/nocturnal animals</p>	<p>Use remote control cars to explore early programming</p> <p>Explore the effects of melting</p>	<p>Technology –use the iPad to capture lifecycle of a chick/ caterpillar</p> <p>Draw Easter eggs on the iPad using Mini Mash</p> <p>Explore why we celebrate Easter</p>		<p>Transition to new classroom</p> <p>Continue to use age appropriate software on the iPads</p>
<b>Expressive Arts &amp; Design</b>	<p>Self portraits</p> <p>Drawing our family</p> <p>Elmer pictures</p> <p>Role play</p> <p>Sing a repertoire of simple songs and Nursery Rhymes.</p> <p>Use actions appropriately to support the singing.</p>	<p>Explore colour mixing</p> <p>Firework pictures</p> <p>Diva lamps</p> <p>Rangoli patterns</p> <p>Create salt dough Christmas tree decorations</p> <p>Use learn new songs for the Christmas Concert.</p>	<p>Design and make a vehicle</p> <p>Move in a timely way to different types of music.</p> <p>Name percussion instruments; triangle, cymbal, tambourine, and tambourine.</p> <p>Play the above instruments correctly and know how to look after them.</p>	<p>Rubbings (fence/leaves)</p> <p>Press print of a butterfly</p> <p>Looking at patterns</p> <p>Paint a symmetrical butterfly</p> <p>Easter activities</p> <p>Use percussion instruments to illustrate simple songs.</p> <p>Introduce rhythm and assign to pictures as part of 'reading' notation</p>	<p>Make a puppet</p> <p>Create junk models of houses and homes using recycled boxes, card etc</p> <p>Make up own music using the Purple Mash music program.</p>	<p>Use collage to create a sea creature</p> <p>Paint a pirate portrait</p> <p>Create a treasure map</p> <p>Listen to different types of music and talk about how the music makes us feel/whether it is fast or slow etc.</p>
<b>Book of the week</b>	<p>The Gruffalo</p> <p>Room on the Broom</p> <p>Snail and the Whale</p> <p>The Smartest Giant in Town</p> <p>Stick man</p> <p>The Scarecrow</p> <p>Wedding</p>	<p>Peace at Last</p> <p>The Owl Babies</p> <p>Diwali</p> <p>Look Up</p> <p>Moon</p>	<p>Lost and Found</p> <p>You can't take an elephant on a bus</p> <p>The magic tain</p> <p>The journey to Grandpas</p>	<p>The Hungry Caterpillar</p> <p>Oliver's vegetables</p> <p>Jack and the Beanstalk</p> <p>The Tiny Seed</p>	<p>The Three Little Pigs</p> <p>The Selfish Crocodile</p>	<p>Beach</p> <p>Rainbow fish</p> <p>Commotion in the Ocean</p> <p>Non – fictions texts about sea creatures</p> <p>Pirate stories</p>