





# Donisthorpe Primary School Curriculum Map - EYFS

In EYFS, we follow the children's interests and as such the curriculum overview can be subject to change.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<b>Step into Donaldson Land</b>	<b>Spins and Sparkles</b>	<b>Around the World 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	Pencil grip/control  Dough Disco Squiggle While you Wiggle  Explore moving in a variety of different ways	Focus on pencil grip  Fine motor control with scissors, pencils  Squiggle/Dough Disco  Self-care needs – building	Focus on pencil grip Funky fingers  Squiggle/Dough Disco  Gross Development – monitored in outdoor area/PE  Self-care needs	Focus on pencil grip Funky fingers focus  Squiggle/Dough Disco  Fine motor control – scissors, pencil, variety of different media.	Ensure children use the correct Tripod Grip  Squiggle/Dough Disco  Fine motor control – scissors, pencils, variety of different media

	<p>Gross motor skills– monitored in outdoor Pencil grip/control</p>	<p>Throwing and catching – ball skills Hopping, skipping balancing</p> <p>Self-care needs – building independence to look after themselves.</p>	<p>independence to clean and look after themselves</p> <p>Continue to focus on different ways of moving</p>	<p>Healthy eating</p> <p>Exploring how our bodies change as we grow.</p>	<p>Gross Development – monitored in running, jumping, moving in different directions</p> <p>Continue to develop independence with self-care.</p>	<p>Gross Development – monitored in outdoor area/PE</p> <p>Continue to develop independence with self-care.</p>
<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>Blending sounds in words</p> <p>Listening to stories and retelling them using pictures and puppets</p>	<p>Read simple sentences out loud using phonic knowledge</p>	<p>Read simple sentences out loud and use phonic knowledge to read longer words independently</p>	<p>Read simple sentences with increasing fluency</p>	<p>Re ad with increasing fluency and expression.</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>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>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>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>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>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		FANTASTIC lenses	
	-	-	We're Going on a Bear Hunt	Katie and the Sunflowers	Pigs Might Fly	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.	
<p><b>Mathematics</b></p>  <p><i>*ongoing throughout the year: Days of the week, telling the time to o'clock, ordering events in the day*</i></p>	<p>Understand the numberness of number.</p> <p>Matching numbers to objects</p> <p>Comparing</p> <p>Sorting objects</p> <p>Odd One out</p>	<p>Representing, comparing and composition of 1-3</p> <p>Subitising</p> <p>2d Shapes – Circles and triangles, shapes with 4 sides</p> <p>Spatial awareness</p> <p>Positional Language</p> <p>One more, one less</p>	<p>Introduce 0</p> <p>Compare numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Balancing numicon</p>	<p>Numbers 1-10, mainly 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3D shapes</p> <p>Pattern</p> <p>Subitising</p>	<p>Subitising</p> <p>Counting</p> <p>Composition</p> <p>Sorting and matching</p> <p>Comparing and ordering</p> <p>Number bonds 10-20</p> <p>Counting patterns</p>	<p>Doubling</p> <p>Sharing equally</p> <p>Count to 100</p> <p>Recognise the counting system</p> <p>Explorer and represent patterns in number like odds and evens</p>

	<p>Comparing amounts/size/mass/ Capacity</p> <p>Using balance scales</p> <p>Make simple patterns</p>	<p>Combining shapes</p> <p>Ordering Routines</p> <p>Ordering numbers</p>	<p>Number bonds to 10</p> <p>Numbers 1-10, mainly 6, 7, 8.</p> <p>Making pairs</p> <p>Using 10 frames</p> <p>Combining 2 groups</p> <p>Length and Height</p> <p>Time and measuring</p>	<p>Counting</p> <p>Composition</p> <p>Sorting and matching</p> <p>Comparing and Ordering</p>	<p>beyond 10</p> <p>Spatial reasoning</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning</p>	<p>Recognise the counting system.</p> <p>Adding more</p> <p>Taking away</p>
<p><b>Understanding the World</b></p> 	<p>Draw pictures of their own family</p> <p>Respect families from different cultures</p> <p>Day to day routine</p> <p>Use a simple program on the iPad</p>	<p>Celebrations of different cultures and festivals Harvest/Diwali/Christmas</p> <p>Explore light and dark- discuss the nights getting darker sooner</p> <p>Take torches outside at night time</p> <p>Look for signs of Autumn</p> <p>Talk about animals going into hibernation/nocturnal animals</p>	<p>Go for a walk in our local area</p> <p>Explore houses and homes , how they are similar and different</p> <p>Recycling and litter</p> <p>Use remote control cars to explore early programming</p> <p>Explore the effects of melting</p>	<p>Lifecycles – how things change (caterpillar, frog, chicks)</p> <p>Look for signs of Spring</p> <p>Start planting and growing- cress, beans, radishes etc</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>Explore the differences of difference animals and different habitats.</p> <p>Look at how we can look after different animals</p> <p>Eggs and chicks</p>	<p>Creatures that live under the sea</p> <p>History of pirates</p> <p>Floating and sinking Similarities</p> <p>Caring for our environment- plastic in the sea</p> <p>Transition to new classroom</p> <p>Continue to use age appropriate software on the iPads</p>

<p><b>Expressive Arts &amp; Design</b></p> 	<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 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>
<p><b>Book of the week</b></p>	<p>The Gruffalo</p> <p>Room on the Broom</p> <p>The Smartest Giant in Town</p> <p>Stick man</p> <p>The Scarecrows</p> <p>Wedding</p>	<p>Peace at Last</p> <p>The Owl Babies</p> <p>Diwali</p> <p>The Hedgehog</p> <p>Moon</p>	<p>Lost and Found</p> <p>You can't take an elephant on a bus</p> <p>The magic train</p> <p>The journey to Grandpas</p> <p>The snail and the whale</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>Billy Goats Gruff</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>