



EYFS Curriculum Map Reception



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and Language	Welcome to EYFS	Tell Me a Story	Tell Me Why	Explain to Me	Recount and Event	Tell me about Differences
	C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions					
Physical Development	Multiskills (balance, moving)	Games (ball skills)	Dance (moving to music, space)	Gymnastics (balance, jumping and landing)	Cricket (following rules, using a racket)	Athletics (running and agility)
	Daily provision will be in place for fine motor skills including, threading cutting, weaving and object manipulation. Gross motor skills will also be included in provision including opportunities for use of outdoor equipment, pushing, pulling, balance and strength building activities.					
Personal, Social and Emotional Development	Being Me (feelings, what makes me special)	Celebrating Difference (same and different families and homes)	Dreams and Goals (staying positive, helping others)	Healthy Me (balanced diet, healthy relationships)	Relationships (me and my family, friends, feelings)	Changing Me (everyone is special, growing from baby to adult)
	Opportunities for promoting relationships and managing self will be made available in the provision, including in role play areas, circle times and child and adult interactions.					
Literacy	Show a preference for a book, song or rhyme	Talk about events and characters in stories. Join in with stories and rhymes.	Show interest and answer questions about texts.	Demonstrate understanding of stories.	Learn rhymes by heart, understand illustrations.	Demonstrate understanding by retelling stories.
	Talk 4 Writing units and Talk 4 Reading units will be covered each term, exploring and responding to texts. Children will have daily phonics sessions practising their reading skills and have regular reading for pleasure experiences.					
Mathematics	Just like me – match and sort, compare amounts, compare size, mass and capacity. It's Me 1,2,3 – Representing, comparing and composition of 1,2,3, circles and triangles, positional language Light and dark – Representing numbers to 5, one more and one less, shapes with 4 sides, time.		Alive in 5! – Introducing 0, comparing numbers to 5, composition of 4+5, compare mass, compare capacity. Growing 6,7,8 – 6,7+8, making pairs, combining 2 groups, length and height, time. Building 9+10 – 9+10, comparing numbers to 10, bonds to 10, 3D shape, pattern.		To 20 and beyond – building numbers beyond 10, counting patterns, beyond 10, spatial reasoning First Then Now – Adding more, taking away, Spatial reasoning Find my pattern – Doubling, Sharing and grouping, even and odd, spatial reasoning One the move – Deeping understanding, patterns and relationships, Spatial reasoning	
	Regular opportunitites to practice mathematics skills will be carefully planned into the provision where children will consolidate and build on their skills.					

Understanding the World	Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the HPPS family Which stories are special and why? Diwali	What times are special and why? Which stories are special and why? Christmas	What times are special and why? Chinese New Year	What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter	Country Comparison – The Netherlands – Van Gogh Animals – Nocturnal animals and Shadows Eid and Islam Figure from the past – Van Gogh	Seaside’s – human and physical features Holidays Around the World: A comparison Seasons; Summer Time Farm animals and their babies / sea creatures Comparing the seaside; now and then Farm Trip
	Children will have opportunity to develop their emerging moral and cultural awareness through regular reflection time.					
Expressive Arts and Design	Join in with songs, mix colours, role play Build models, junk modelling, exploring sounds, self-portrait, observational drawings, drama through literacy	firework pictures, listen and respnd to music, Christmas decorations and cards, Christmas songs/poems, story maps, props, puppets, joining materials, using natural objects, drama through literacy	Make different textures and patterns, Chinese art and design, learn a traditional song and dance and perform it, eexploration of other countries – dressing up in different costumes, Andy Goldsworthy natural art, drama conventions through literacy	designing scarecrows, Mother’s Day crafts, artwork themed around flowers, explore how colour can be changed, Easter crafts printing, patterns, rubbings of leaves/plants, combine media to make a collage (collage chick), drama conventions through literacy	Sunflower project – Van Gogh; colour, collage, texture, sculpture, printing	Seaside art – adding textures; bubble art.
	Regular opportunities available for painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics.					

	Autumn Term	Spring Term	Summer Term
Characteristics of learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates.</p> <p>PLAY: At Hunsbury Park Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'.</p> <p>PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults'.</p>		