


Stubbings / Central Street EYFS Curriculum Map 2022 – 2023

Statements from Development Matters

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Possible Themes (These are flexible and may change according to children's needs and interests)	What do I know about me and my world? Who are the people that help us? <ul style="list-style-type: none"> • Friends • Families • Interests • Links to health – dentist, doctors, vets • Emergency Service 	Can you tell me a story? <ul style="list-style-type: none"> • Traditional Tales • Christmas 	Can Penguins Live in hot places? <ul style="list-style-type: none"> • Observing similarities and differences, making comparisons about the world around us. • Life on the ice – Inuit people • Animals who live on the ice • Animals who live in hot places - 	How did it get here? <ul style="list-style-type: none"> • Dinosaurs • Space • Transport • Forces • Eggs – are eggs alive? Easter 	How do we grow food? How do the flowers grow? <ul style="list-style-type: none"> • Plants and flowers • Seeds • Minibeasts-snails, worms • Recycling • Lifecycles plant /animal • Weather • Health 	Where will your ticket take you? <ul style="list-style-type: none"> • Journeys • Maps • Links back to previous learning • Hot places • Seaside • Sharks • Looking after our environment
	Seasonal Change Understand the effect of changing seasons on the natural world around them					
	Time Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.					
	Festivals  Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.					
QfL examples	Can I make a new friend? How can rules help us? What makes me a me? Do we all look the same? How am I the same? How am I different? How am I special?	Can you retell a story? Can you change the ending of the story?	What is an animal? Can penguins live in hot places? How are animals adapted to live in very cold places?	Does the moon shine? Are eggs alive? How did Dinosaurs become extinct?	What makes things grow? How do I grow strong and healthy?	Where in the world have I been? How do I get to places? How can we protect our beaches?

Literacy Nursery	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes- count or clap syllables in a word 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother • Write some letters accurately. 	<ul style="list-style-type: none"> • Write some or all of their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Literacy Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Form lower-case letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower-case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Form lower-case and capital letters correctly • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Form lower-case and capital letters correctly • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense
Communication and Language Nursery	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult 	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" 	<ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Communication and Language Reception	<ul style="list-style-type: none"> • Baseline • Understand how to listen carefully and why listening is important. • Engage in story time • Enjoy listening to longer stories and can remember much of what happens 	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed a deep familiarity with the 	<ul style="list-style-type: none"> • Describe events in some detail. • Develop social phrases • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Use new vocabulary in different contexts.

	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Listen carefully to rhymes and songs, paying attention to how they sound. 	text; some as exact repetition and some in their own words.	<ul style="list-style-type: none"> • Engage in non-fiction books. 		
	<p>Learn new vocabulary using a Word Aware style Approach Use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Use new vocabulary in different contexts Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be</p>				
Maths WRM - Reception	Just Like Me! It's Me 1, 2, 3! Light and Dark	Alive in 5! Growing 6, 7, 8 Building 9 and 10	To 20 and beyond First, then, now Find my pattern On the Move		
Number	Match and sort compare amounts. Representing / comparing / composition of 1,2,3. Representing numbers to 5 One more and less	Introducing zero Comparing Numbers to 10 Composition of numbers 5-10 Number bonds to 5 and then 10 – tens frame, part whole model Counting from 6-10 Combine 2 groups to find a whole	Building Numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Counting to 20 Doubling Sharing and Grouping Even and Odd Deepening Understanding of Patterns and Relationships.		
Measure, Shape and Spatial Thinking	Compare size, mass and capacity Exploring Pattern Circles and triangles Positional language Shapes with 4 sides Time	Comparing mass Comparing capacity Length and Height Time 3D Shapes Pattern	Spatial Reasoning <ul style="list-style-type: none"> • match, rotate, manipulate • compose and decompose • visualise and build • mapping 		
Maths Nursery	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than' • Understand position through words alone – for example, "The bag is under the table," – with no pointing 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs 		

			<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. 		<p>and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	
Maths Reception	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Automatically recall number bonds for numbers 0-5 • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Compare numbers. • Explore the composition of numbers to 10. • Count beyond ten. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10. • Continue, copy and create repeating patterns. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can. 			
Understanding the World Nursery	<p>What do I know about me and my world?</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Explore how things work. 	<p>Can you tell me a story?</p> <ul style="list-style-type: none"> • Show interest in different occupations. 	<p>Can Penguins Live in hot places?</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Draw information from a simple map. 	<p>How did it get here?</p> <ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. 	<p>How do we make the flowers grow?</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Where will your ticket take you?</p> <ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Understanding the World Reception	<p>What do I know about me and my world?</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. <p>Who are the people that help us?</p>	<p>Can you tell me a story?</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map 	<p>Can Penguins Live in hot places?</p> <ul style="list-style-type: none"> • How do animals live in very cold places? • Recognise some environments are different to the one in which they live. 	<p>How did it get here?</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community • Compare and contrast characters from stories, including figures from the past. 	<p>How do we make the flowers grow?</p> <ul style="list-style-type: none"> • Describe what they see hear and feel whilst outside • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Where will your ticket take you?</p> <ul style="list-style-type: none"> • Draw information from a simple map • Compare and contrast characters from stories, including figures from the past.

	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> • Recognise some environments are different to the one in which they live • Comment on images of familiar situations in the past. • Draw information from a simple map 		<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries
	<p>Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community</p>					
Expressive Arts and Design - Nursery	What makes a good portrait? <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	What makes a good portrait? <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	How do pictures make us feel? <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Use drawing to represent ideas like movement or loud noises. <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	How do artists see animals? <ul style="list-style-type: none"> • Join different materials and explore different textures • Draw with increasing complexity and detail, such as representing a face with a circle and including details 	How do artists see animals? <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Explore colour and colour mixing. 	How can you improve your design? <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them.
Expressive Arts and Design – Reception	What makes a good portrait? <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Develop storylines in their pretend play. 	What makes a pattern? <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	How do pictures make us feel? <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses 	How do artists see animals? <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	How many shades of green are there? <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing • Sing in a group or on their own, increasingly matching the pitch and following the melody 	How can you improve your design? <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Watch and talk about dance and performance art, expressing their feelings and responses.

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>					
Physical Development	<p>Bike rides and pirates themed activities</p> <p>Coordination and static</p>	<p>Space themed activities</p> <p>Static and dynamic balances</p>	<p>Train themed activities</p> <p>Static and dynamic balances</p>	<p>Circus and water ski themed activities</p> <p>Coordination and counterbalance</p>	<p>Circus and the land of beans themed activities</p> <p>sending and receiving agility reaction/ response</p>	<p>woodland creatures and animals themed activities</p> <p>Agility – ball chasing, static balance – floor work</p>
Nursery	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Go up steps and stairs, or climb up apparatus 	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Reception	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Revise and refine the fundamental movement skills they have already acquired: Rolling; 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Further develop and refine a range of ball skills including Throwing; Catching; Kicking; Passing; Batting; Aiming. • Further develop the skills they need to manage the school day 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient.

	<ul style="list-style-type: none"> • Crawling; Walking; Jumping; Running; Hopping; Skipping; Climbing. 	<ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. 			successfully: lining up and queuing mealtimes <ul style="list-style-type: none"> • personal hygiene 	
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Know and talk about the different factors that support - their overall health and wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes - personal hygiene.</p>						
Personal, Social and Emotional Development (SEAL) RSE in Spring 2 (Reception)	New Beginnings Who am I?	Getting on and falling out How can I be a good friend?	Going for Goals What have I learnt and what do I want to learn next?	Good to be me What do I like about myself? RSE – Family and Friendships <ul style="list-style-type: none"> • To recognise the importance of friendship • To recognise the importance of saying sorry and • Forgiveness • To recognise that all families are different 	Relationships How can I show how I feel?	Changes What am I looking forward to next year?
Nursery	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them.
Reception	<ul style="list-style-type: none"> • See themselves as a valuable individual. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Manage their own needs. 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally.
Develop their sense of responsibility and membership of a community.						
RE (Calderdale and Kirklees Agreed Syllabus)	What makes a good helper and who helps us?	How are special times celebrated? How do people celebrate in Autumn?	Where do we live and who lives there?	How do we celebrate in Spring?	Who and what is special to us? What are special places to our community?	What can we see in our wonderful world?

Development Matters	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Notice differences between people • Show interest in different occupations • Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Compare and contrast characters from stories, including figures from the past • Understand that some places are special to members of their community • Use new vocabulary in different contexts • Think about the perspectives of others. 	<ul style="list-style-type: none"> • Begin to make sense of their own life -story and family's history • Make connections • Between the features of their family and other families • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore the natural world around them 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community • Compare and contrast characters from stories, including figures from the past • Understand 'why' questions 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Wow Factor	Teddy bear picnic Autumn walk	Christmas party Christmas Fair Christmas Nativity Visit a church	Yorkshire Wildlife Park?	Mobile Planetarium	Allotment /	Summer picnic / train ride Tod Park? Shibden Park?
Famous People	Florence Nightingale Zaha Hadid architect	Julia Donaldson Axel Scheffler Poet Michael Rosen	David Attenborough	Mae Jemison Neil Armstrong Tim Peake	Matisse / Van Gogh Frida Kahlo	Amelia Earhart