



EYFS at Ivegill CE Primary School

EYFS - Reception Curriculum Map 2024-25

Interest Led Curriculum: This curriculum plan gives an overview of suggested adult led activities that can take place alongside experiences that are planned in the moment. These will be an extension of a child's interests which has been observed, building on children's next steps and needs. The highly skilled practitioners at Ivegill CE Primary School will be sensitive to the teachable moments and mindful of how they can extend children's thinking. Through this joint approach we will be fostering the Characteristics of Effective Learning giving children opportunities to play and explore, opportunities for active learning and to develop their critical thinking.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	<i>Celebrations</i>	<i>Where do we Live?</i>	<i>People Who Help Us</i>	<i>Growth</i>	<i>Holidays and Adventures</i>
Possible Themes / Interests / Lines of Enquiry	Starting School / New beginnings All about me – families, homes, favourite things Our Life Story so far Our Senses Feelings and Emotions Seasonal Change and Weather	Celebrations and parties Bonfire Night Remembrance Day Harvest Diwali Advent / Christmas Birthdays Seasonal Change – Autumn / Winter	Our Local Area Our Planet in Space UK and the World Maps – OS Maps, Aerial Views, Drawing Maps Countries around the World – Where do people live?	Emergency Services People in the Community When I Grow Up... Superheroes Characters from Stories (Inc. figures from the Past) Easter Seasonal Change – Spring	Life Cycles – growing and changing Animals and Minibeasts What is camouflage? Plants and Flowers Healthy Living How have we changed?	Holidays Past and Present Where would you like to go? Under the sea Comparing places – polar regions / rainforest / desert / cities Transport Past and Present (Amelia Earhart)
PSD Including: Self Confidence and Awareness Managing Feelings and Behaviour Making Relationships	<i>Jigsaw: Being Me in My World</i> <i>Making new friendships</i> <i>New routines</i> <i>I am special</i> The children will be supported in their transition into Reception, will make new friends and learn routines	<i>Jigsaw: Celebrating Difference</i> <i>Expressing feelings</i> <i>Social skills</i> Children will develop their understanding of working as part of a group and how to follow the class rules.	<i>Jigsaw: Dreams and Goals</i> <i>Positive interactions</i> <i>Pride in achievements</i> Children will be supported in developing their skills in working independently and children will have a focus on games that support turn taking and interacting with others.	<i>Jigsaw: Healthy Me</i> <i>Working together</i> <i>Sharing ideas</i> Children will have opportunities to share their own experiences and talk about what they like and dislike. Children will be encouraged to suggest ideas of how to resolve conflicts.	<i>Jigsaw: Relationships</i> <i>Collaborating and being considerate of others</i> They will continue to be supported in taking account of each other's needs and ideas.	<i>Jigsaw: Changing Me</i> <i>Seek a challenge</i> <i>Adapt behaviour to new situations</i> Children will start to think about their transition into Year 1

Continuous Curriculum:
The curriculum will help children develop the ability to speak confidentially in familiar groups. Children will be supported to take part in new experiences and make their own decisions about what they need for their activities. Children will develop their understanding of their own behaviour and the consequences from that. Children will begin to consider the needs and feeling of others. Children will be encouraged to independently play cooperatively and take turns. Children will have weekly PSHE Jigsaw lessons as part of the whole school approach.

Communication and Language:	<i>Vocabulary linked to ourselves.</i>	<i>Children will learn how to ask appropriate questions and listen to others.</i>	<i>Children will learn to use story language in their play and use repeated refrains.</i>	<i>Children will learn how to recall events using the correct tense and use more complex sentences to link their ideas.</i>	<i>Children will focus on asking and answering questions in relation to growing and the changes they observe.</i>	<i>Children will be encouraged to listen to, follow and create instructions e.g. involved in Sports Day where they will be supported to follow instructions involving several ideas or actions.</i>
Speaking and Listening	<i>Develop their concentration skills in different contexts and listen for longer periods.</i> <i>Opportunities to discuss their personal experiences</i> <i>Stick and Finger Puppets</i> <i>Nursery Rhymes</i>	<i>Children will use what they have heard to take part in discussions and apply it to their independent play.</i> <i>Matching aural patterns e.g. Rhyming Pairs</i> <i>Tell a story to a bear / friend</i>	<i>They will talk about their favourite stories and say what they like and don't like.</i> <i>Small World Play</i> <i>Story Sacks</i>	<i>Children will develop their skills in answering how and why questions related to their experiences.</i> <i>Questions – How and Why?</i> <i>Book Review Discussions</i>	<i>Children will make predictions about what they think might happen using correct tenses and vocabulary</i>	<i>Reading for pleasure activities including their special/favourite book share.</i>

Continuous Curriculum:
Children will be given a range of opportunities to develop their skills in listening attentively in whole class as well as group activities. They will be supported in using questioning to further develop understanding in response to stories and events. Children will be encouraged to speak using the correct tense when speaking to others. Opportunities will provide children with the English vocabulary to extend their explanations and connect their ideas.

Physical Development Including: Moving and Handling Health and Self Care	<i>Funky fingers</i> <i>Mark making</i> <i>Building</i>	<i>Dressing and undressing for PE</i> <i>Fastening Coats – Zips and buttons</i> <i>Dressing for outdoor play</i>	<i>Learn to put on Hats and gloves</i> <i>Range of writing implements- indoors and out</i>	<i>Fine motor activities</i> <i>Scissor movement development- along a straight line</i>	<i>Gardening tools/ equipment use</i> <i>Steps to climb</i> <i>Pencil control- pencil play</i>	<i>Scissor skills- along a curved line etc</i>
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Developing skills outdoors through play e.g big blocks Dough disco and funky fingers station	<i>Shoes on and off</i> <i>Fine Motor Skills – using tweezers to pick up objects</i>	<i>Building</i> <i>Modelling clay</i> <i>Fine Motor Skills – Threading beads onto a string</i> <i>Using Scissor’s safely and accurately.</i>	<i>Cutting - Various equipment use</i> <i>Fine Motor Skills - Lego and Duplo construction</i>	<i>Dens to crawl through, balances to move along encouraging under and over movements</i> <i>Directional Vocabulary</i> <i>Fine Motor Skills - Weaving/threading-in and out</i>	<i>Obstacle Course – Balancing, negotiating space and combining different movements.</i>	<i>Target and accuracy activities e.g rolling equipment, watering a plant</i> <i>Use of malleable materials</i> <i>Fine Motor Skills – Handwriting and Letter Formation</i>
Taught PE sessions	<i>Spatial awareness</i> <i>Moving and travelling</i>	<i>Dance</i>	<i>Gymnastics</i>	<i>Ball skills</i>	<i>Athletics</i>	<i>Team Games</i>

Continuous Curriculum:

Children will be given the opportunities to develop awareness around moving safely and effectively. They will have regular opportunities to develop control and coordination in large and small movements. Children will have a wide range of tools available to encourage their fine motor and manipulation skills. They will be taught how to use pencils effectively for writing. Children are taught how to hold a pencil and the correct letter formation. Children will learn to dress, undress and managing their own needs independently. Children will have opportunities to explore how to keep healthy and safe.

Literacy Including: Reading Writing Drawing Club 2-3 times per week	<i>Learning to write through the continuous provision.</i> Developing inference Reading illustration Book talk and discussion Name writing Letter formation First write Drawing and writing about family/themselves <i>Phonics: Phase 2 Graphemes and Tricky Words</i>	<i>Mog’s Birthday</i> Developing fluency through high frequency words Birthday cards Shopping list Invitations Rhyming Words Pencil grip Letter formation and Pencil control <i>Phonics: Phase 2 Graphemes and Tricky Words</i>	<i>Hansel and Gretel</i> <i>Jack in the Beanstalk</i> Retell a story Story sequencing Label pictures Create lists Simple sentences Wanted posters Letter formation and Pencil control <i>Phonics: Phase 3 Graphemes and Tricky Words</i>	<i>What the Ladybird Heard</i> <i>Non-Fiction Books about People who Help Us / Farms</i> Labels and captions Posters Fact sheets Letters Beginning to write sentences with Capital Letters and Full Stops Letter formation and Pencil control <i>Phonics: Phase 3 Graphemes and Tricky Words</i>	<i>Poetry</i> <i>The Woolly Bear Caterpillar</i> Make own information books Information booklet Time conjunctions linked to life cycles Writing sentences with Capital Letters and Full Stops Letter formation and Pencil control <i>Phonics: Phase 4 Graphemes and Tricky Words</i>	<i>The Storm Whale</i> <i>Puffin Peter</i> Story writing Descriptive writing Developing inference Reading our own writing Letter formation and Pencil control Writing sentences with Capital Letters and Full Stops <i>Phonics: Phase 4 Graphemes and Tricky Words</i>
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Continuous Curriculum:

Children will follow the Little Wandle phonics programme. Children will typically learn a new sound a day with a focus on blending sound together and segmenting sounds in words. Children will regularly apply the sounds they have learnt to read simple texts. Children will be encouraged to develop a love of books through weekly school library visits and use of core texts. They will be encouraged to explore and talk about the books they have read. Children will have regular opportunities to write independently and apply their developing skills in spelling and grammar.

<i>Mathematics</i> Mastering Number Daily Session plus White Rose Maths	<i>White Rose Maths Units: Match, Sort and Compare</i> <i>Measure and Patterns</i> <i>It’s Me 1,2,3</i> <i>Counting Songs and Games</i>	<i>White Rose Maths Units: Circles and Triangles</i> <i>1,2,3,4,5</i> <i>Shapes with 4 sides</i>	<i>White Rose Maths Units: Alive in 5</i> <i>Mass and Capacity</i> <i>Growing 6,7,8</i>	<i>White Rose Maths Units: Length, Height and Time</i> <i>Building 9 and 10</i> <i>Explore 3D Shapes</i>	<i>White Rose Maths Units: To 20 and Beyond</i> <i>How many now?</i> <i>Manipulate, Compose and Decompose</i>	<i>White Rose Maths Units: Sharing and Grouping</i> <i>Visualise, Build and Map</i> <i>Make Connections</i> <i>Consolidation</i>
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Continuous Curriculum:

Children will learn to count and order numbers reliably to 20. Children will be given opportunities to develop early calculation skills in addition, subtraction, multiplication (doubling) and division (halving). Children will be encouraged to independently identify and solve problems relating to number and shape, space and measure. Children will be encouraged to use correct mathematical language when describing and discussing 2D and 3D shapes. They will be provided with the opportunity to talk about and compare different measures and patterns.

RE	<p><i>RE - Q1: Why are we all different and special?</i></p> <p><i>Recognise their own uniqueness and that of others</i></p> <p><i>Talk about God's love and care for everyone</i></p>	<p><i>RE – Q1: How do Christians celebrate Jesus' birthday?</i></p> <p><i>Children will explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.</i></p>	<p><i>RE – Q9: What makes a place holy?</i></p> <p><i>Understand where people of different faiths worship.</i></p> <p><i>Know that places are special for different people. They can talk about their own special places and explain why.</i></p>	<p><i>RE – Q11: How do you celebrate special times?</i></p> <p><i>Understand that people of faith have special times of celebration. What do they do? How do they celebrate?</i></p> <p><i>Easter – Why is this important to Christians?</i></p>	<p><i>RE – Q3: Why do Christians believe Jesus is special?</i></p> <p><i>Listen to special stories about Jesus (miracles) and interpret them.</i></p> <p><i>Understand that every faith has special people.</i></p>	<p><i>RE - Q6: Why did Jesus tell stories?</i></p> <p><i>Understand the importance of the Bible as a special book for Christians.</i></p> <p><i>Give a simple explanation of what we can learn from Jesus' stories.</i></p> <p><i>Christmas – Jesus as a special baby and events around his birth.</i></p>
<p>Understanding the World Including:</p> <p>People, Culture and Communities</p>	<p><i>Talk about their own lives and those of family members</i></p> <p><i>Computing: Computer Systems and Networks – Using a Computer</i></p>	<p><i>Recognise what a celebration is and describe some that are familiar to them e.g. birthday, birth of a baby, wedding</i></p> <p><i>Special events: Hannakah, Diwali, Bonfire Night</i></p> <p><i>Computing: Computer Systems and Networks – Using a Computer</i></p>	<p><i>Where do people live? And why? Compare similarities and differences between life in this country and others.</i></p> <p><i>What is our culture?</i></p> <p><i>Computing: Programming – All About Instructions</i></p>	<p><i>Show an interest in the jobs people in the community do.</i></p> <p><i>Visits from Emergency Services / People Who Help Us</i></p> <p><i>Computing: Programming – Using Bee-Bots and Coding Critters</i></p>	<p><i>Discuss stories that are special to them and why they are important.</i></p> <p><i>Computing: Data Handling – Sorting Groups, Branching Databases, Pictograms</i></p>	<p><i>Holidays and Transport – Discuss other cultures and countries we may experience when travelling.</i></p> <p><i>Computing: Data Handling – Sorting Groups, Branching Databases, Pictograms</i></p>
Past and Present	<p><i>Make sense of their Life Story and Family Set Up.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Discuss families in the past and how they differ from today – homes, clothes, shops.</i></p>	<p><i>Compare similar situations in the past e.g. homes and schools.</i></p> <p><i>Guy Fawkes and the importance of Bonfire Night</i></p> <p><i>Why do we have Remembrance Day?</i></p>	<p><i>Traditional Tales – How have things changed over time? Compare and contrast characters from stories, including figures from the past.</i></p> <p><i>Visit locations of importance in the past in our local area (Church Visit).</i></p>	<p><i>How have jobs changed over time? E.g. Firefighting in the past compared to now.</i></p> <p><i>Important Women in the past.</i></p>	<p><i>Organise events using chronology.</i></p> <p><i>How have we changed from Babies to now?</i></p>	<p><i>Pictures, stories and artefacts from the past.</i></p> <p><i>How have holidays changed?</i></p> <p><i>Transport Changes</i> <i>Amelia Earhart</i></p>
The Natural World	<p><i>Autumn Walk around the Local Area</i></p> <p><i>Senses</i></p> <p><i>Seasons – Processes and changes in the world around us.</i></p>	<p><i>Patterns in nature</i></p> <p><i>Natural Processes: Sounds, Light, Shadows, Magnets</i></p> <p><i>Discuss observations of the natural world</i></p>	<p><i>Winter</i></p> <p><i>Ice, Heating and Cooling (Changing States)</i></p> <p><i>Maps</i></p> <p><i>Countries around the World</i></p>	<p><i>Spring changes – observational drawings.</i></p> <p><i>Weather</i></p> <p><i>What is a Cloud?</i> <i>Water Cycle</i></p>	<p><i>Growing – Planting Seeds and Caring for them</i></p> <p><i>Animal Habitats</i> <i>What do animals and humans need to grow and be healthy?</i></p> <p><i>Caterpillars and Butterflies – Life Cycles</i></p>	<p><i>Seasonal Changes - Summer</i></p> <p><i>Under the sea</i></p> <p><i>Similarities and Differences between World around them and contrasting environments.</i></p> <p><i>Caring for the World</i></p>

Continuous Curriculum:

Children will be given the opportunity to identify similarities and difference between themselves and others in the local community and around the world. Children will be encouraged to share past and present events within their family. Children will find out about differences and similarities between environments, materials and will observe changes natural world over time. Children will have regular opportunities to access technology and make appropriate choices in how it can support their learning. Children will learn about all the main key festivals celebrated within the school community and develop their understanding of British Values.

Expressive Arts and Design	<p><i>Self-portraits</i></p> <p><i>Free drawing and painting</i></p> <p><i>Leaf printing</i></p> <p><i>Family Artwork</i></p>	<p><i>Photography</i></p> <p><i>Firework Pictures</i></p> <p><i>Creating Christmas decorations</i></p> <p><i>Collage</i></p> <p><i>Learning songs and performing in Christmas Nativity</i></p>	<p><i>Colour mixing- painting scenes using mixed colours</i></p> <p><i>Exploring Colour – Artist Jackson Pollock</i></p> <p><i>Paintbrush skills</i></p> <p><i>Re-telling stories using props</i></p>	<p><i>3D modelling using recycled materials to create e.g. Emergency services transport vehicles</i></p> <p><i>Sticking, gluing and joining materials</i></p> <p><i>Role Play e.g. Making Props for a Superhero</i></p> <p><i>Learning and Performing Nursery Rhymes.</i></p>	<p><i>Symmetry</i></p> <p><i>Observational paintings and drawings</i></p> <p><i>Camouflage</i></p> <p><i>Animal Patterns</i></p> <p><i>Move in time to the music</i></p>	<p><i>Exploration using clay</i></p> <p><i>Patterns- mixed media</i></p> <p><i>Under the Sea artwork</i></p> <p><i>Explaining the process they have used to create artwork</i></p>
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Continuous Curriculum:

Children will be encouraged to select their own resources and use appropriate techniques to shape and join materials to create their desired outcome. Children will be encouraged to talk about the purpose and use of their designs and experiment with a colour, texture, form and function. Painting, Printing, 3D modelling, messy play, collage, threading, cutting, drama, moving to music, patterns with instruments, singing songs, making instruments. They will have regular opportunities to learn a range of songs and explore music and dance. Children will have regular opportunities to introduce story lines into their play and develop their own role play. Children will take part in whole school art weeks focusing on specific artists.