







EYFS at Ivegill CE Primary School

EYFS - Reception Curriculum Map 2021/22

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 	Celebrations 	Traditional Tales 	People who help us 	Growth 	Holidays and adventures 
PSD Including: Self Confidence and Awareness Managing Feelings and Behaviour Making Relationships	Jigsaw: Being Me in My World Making new friendships New routines I am special The children will be supported in their transition into Reception, will make new friends and learn routines	Jigsaw: Celebrating Difference Expressing feelings Social skills Children will develop their understanding of working as part of a group and how to follow the class rules.	Jigsaw: Dreams and Goals Positive interactions Pride in achievements 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.	Jigsaw: Healthy Me Working together Sharing ideas 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.	Jigsaw: Relationships Collaborating and being considerate of others They will continue to be supported in taking account of each other's needs and ideas.	Jigsaw: Changing Me Seek a challenge Adapt behaviour to new situations 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 Including:	Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. • Answering 'how' and 'why' questions about their experiences and in response to stories or events. • Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
Reading area enhancements Nursery Rhymes, songs + Traditional Tales throughout the year	Voice sounds – emotional expression Stick and finger puppets Books with sounds Talking stories	Word and language play Stick and finger puppets Tell a story to a bear/soft toy Small world play	Word and language play Stick and finger puppets Vote for a book choice Story sacks Small world play	Questions – how and why? Vote for a book choice Book review discussions and preference Interest table	Questions – how and why? Vote for a book choice Book review on templates	Matching aural patterns like rhyming pairs Book review on templates Reading for pleasure activities including their special/favourite book share Non-fiction interest table
Speaking and Listening Attention Understanding	Vocabulary linked to ourselves. Develop their concentration skills in different contexts and listen for longer periods. Opportunities to discuss their personal experiences	Children will learn how to ask appropriate questions and listen to different celebrations. Children will use what they have heard to take part in discussions and apply it to their independent play.	Children will learn to use story language in their play and use repeated refrains. They will talk about their favourite stories and say what they like and don't like.	Children will learn how to recall events using the correct tense and use more complex sentences to link their ideas. Children will develop their skills in answering how and why questions related to their experiences.	Children will focus on asking and answering questions in relation to growing and changes they observe. Children will make predictions about what they think might happen using correct tenses and vocabulary	Children will be encouraged to listen to, follow and create instructions e.g. involved in the EYFS/KS1 sports day where they will be supported to follow instructions involving several ideas or actions.

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 Developing skills outdoors through play e.g big blocks Dough disco and funky fingers station	Sit and ride toys	Dressing and undressing for PE	Learn to put on -Hats and gloves	Balance bikes and scooters	Balance bikes assault course	Peddle go karts
	Funky fingers	Fastening Coats – Zips and buttons	Range of writing implements- indoors and out	Fine motor activities	Peddle go-kart	Scissor skills- along a curved line etc
	Scissor play	Dressing for outdoor play	Scooter activities	Scissor movement development- along a straight line	Gardening tools/ equipment use	Use of large playdale equipment
	Mark making	Sit and ride toys and scooters	Cutting-Various equipment use e.g. Pinking shears	Dens to crawl through, balances to move along encouraging under and over movements	Steps to climb	Target and accuracy activities e.g rolling equipment, watering a plant
	Building	Building	Lego and Duplo construction	Weaving/threading- in and out	Use of large play dale equipment	Use of malleable materials
Shoes on and off	Modelling clay			Pencil control- pencil play		
Taught P.E sessions	Spatial awareness Moving and travelling	Dance	Gymnastics	Ball skills	Athletics	Team Games

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	<i>Billy's Bucket by Kes Oray</i>	<i>You Must Bring a Hat by Simon Phillip</i>	<i>Goldilock's and the Three Bears</i>	<i>Everywhere Bear by Julia Donaldson</i>	<i>Errol's Garden by Gillian Hibbs</i>	<i>We're Going on a Bear Hunt</i>
	<i>Hello Friend! By Rebecca Cobb</i>	<i>Binny's Diwali by Thirty Umngar</i>	<i>The Three Little Pigs</i>	<i>Mog and the Vee Ee Tee by Judith Kerr</i>	<i>The Little Red Hen</i>	<i>Snail and the Whale</i>
	<i>Only One You by Linda Kranz</i>	<i>Rama and Sita story</i>	<i>Little Red Riding Hood</i>	<i>Emergency! by Margaret Mayo and Alex Ayliffe</i>	<i>Jack and the Beanstalk</i>	<i>Stick Man</i>
	<i>Shine by Sarah Asuquo</i>	Developing fluency through high frequency words Reading own writing	<i>Hansel and Gretel</i>	<i>10 things I can do to help my world by Melanie Walsh</i>	<i>Hungry Caterpillar</i>	<i>The Train Ride by June Crebbin</i>
	Developing inference Reading illustration Book talk and discussion	Birthday cards Shopping list Ingredients Party invites	Retell a story Story sequencing Label pictures Create lists Simple sentences	<i>The Jolly Postman by Non-Fiction texts based on People who Help Us</i>	Non-Fiction text about Growth Also: Teeny tiny tadpole First the Egg An egg is quiet	<i>Puffin Peter by Petr Horacek</i>
Name writing Letter formation First write Drawing and writing about family/themselves	Pencil grip Letter formation and Pencil control	Letter formation and Pencil control	Labels and captions Posters Fact sheets Instructions	Make own books Lift the flap book Information booklet Time conjunctions linked to life cycles	Speech bubbles Wanted posters I want to go to the ... linked to Naughty bus Poetry	

Continuous Curriculum:

Children will follow Read Write Inc. programme in differentiated groups. 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.

Mathematics 67	White Rose Maths: <i>Getting to know you</i> Counting Number blocks <i>Just Like me</i> Matching sorting and comparing amounts Capacity pattern	White Rose Maths: <i>It's me 1,2,3</i> Representing 1,2,3 Shapes and positional language Light and Dark Representing numbers to 5 1 more, 1 less Shapes with 4 sides Time	White Rose Maths: Alive in 5 Comparing numbers Comparing mass Introducing zero Growing 6,7,8 Combing two amounts Making pairs Length and height Time	White Rose Maths: Building 9 and 10 Order numerals to 10 Making 10 3D shapes Pattern Let's Do it Again: Consolidation unit	White Rose Maths: To 20 and beyond Number patterns to 20 Ordering numerals to 20 Shapes and Tangrams First, then, now Adding Taking away Shape and pattern	White Rose Maths: Find my pattern Doubling Sharing Grouping Odd and even On the move: Problem solving Patterns Cuisenaire
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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.

Understanding the World Including: People, Culture and Communities	R.E- Why am I special to God? Recognise their own uniqueness and that of others Talk about their own lives and those of family members Talk about God's love and care for everyone Our families/home	R.E – What is a Celebration? Recognise what a celebration is and describe some that are familiar to them e.g. birthday, birth of a baby, wedding Talk about aspects of Christmas – Jesus as a special baby and some events around his birth. Special events: Hannakah, Divali, Bonfire Night	R.E What stories are special for Christians? Special stories for Christians Stories that are special to them and why they are important Where do people live? And why?	R.E- Why is Jesus Special? Jesus is central to Christian belief and teaching. He teaches us about values and rules to live our lives He teaches us how to treat others and the meaning of true friendship Jesus' actions in helping people Easter Jobs people do Police visit	R.E -What is a special place? Know that places are special for different people. They can talk about their own special places and some will be able to explain why. On the farm At the Zoo	R.E – How Do We Look After the World? talk about their own experiences of what is important to them where they live and who is important to them Journeys Holidays Transport
Past and Present	Tablets Home Corner Dialling a telephone, microwave, washing machine etc	Drawing/paint program on Tablet	Programmable toys	Typing name Word processing	Tablets – using keyboard and internet to search	Using ICT programmes linked to interests
The Natural World	Autumn Senses Similarities and differences	Changing times and weather Patterns in nature	Winter Ice The woods	Spring time Spring changes Heating and cooling	Growing Mini-beast habitats Chicks Farm Visit	Summer Seaside visit Under the sea

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	Self-portraits in pencil Free drawing and painting Leaf printing Marbling plasticene Charanga Music- Me!	Photography Creating Christmas decoration- felt applique collage Learning songs and performing in Christmas Nativity Charanga Music-My Stories	Colour mixing- painting scenes using mixed colours Paintbrush skills Charanga Music-Everyone	3D modelling using recycled materials to create e.g. Emergency services transport vehicles Sticking, gluing and moving Charanga Music- Our World	Symmetry Observational paintings and drawings Charanga Music- Big Bear Funk	Exploration using clay Patterns- mixed media Charanga Music- Reflect Review and Rewind
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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.