



**Moss Hey**  
**EYFS Curriculum Map**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>Our entire curriculum is taught through topics that interest them and therefore are changed every two weeks to fit their needs and interests.</b>					
PRIME AREAS						
<b>Communication and Language</b>	Maintain attention and concentration Listening games Language games Learning to ask questions Retell a simple past event Sequencing simple stories Following simple directions	Two-channelled attention- listen and do Concentration games Listen and respond to others Develop language through role play Introduces a storyline into their play Following simple instructions Asking questions (Interest time)	Listen in a range of situations Follow a story without pictures or props Follow instructions involving actions Speaking and listening games to help organise, sequence and clarify thinking, ideas, feelings and events. How and why questions Conversation skills – taking turns, listening.	Asking and answering questions (link to books) Use talk to plan Past and present forms when talking Express themselves effectively when talking Follow instructions involving several ideas Listen accurately at carpet times Orally recount experiences first, then, finally.	Explaining what they are doing Narrative language – one day, early one morning before, next, last Giving their attention to what others say and respond appropriately Listen to instructions and follow them accurately, Answering 'how' & 'why' questions (links to books) Expressing their views about events or characters in a story Past, present and future forms when talking	Follow and carry out instructions involving several ideas Recount experiences, often connecting ideas Use a range of vocabulary in imaginative ways to add information, express ideas or explain or justify actions or events Use past, present and future forms when talking about events that have happened or are to happen in the future

<b>Physical development</b>	<p>PE: Movement, using space and travelling Outside: Safely using equipment such as hoops/ stilts</p> <p>MH-Move in a range of ways Draws lines and circles using gross motor movements Use one-handed tools Pencil grip Letter writing Has dominant hand</p> <p>HSC- Wash and dry hands Dress with help Manage the toilet</p>	<p>PE: Dance- Body parts Outside: Obstacle courses</p> <p>MH- Jump off an object and land appropriately Negotiate space when playing games Use tools to effect changes to materials Begin to form recognisable letters</p> <p>HSC- Show understanding of the safety</p>	<p>PE: Gymnastics-stretching and curling Outside: Using equipment such as quoits/ beanbags</p> <p>MH- Handle tools with increasing control Pencil grip and form recognisable letters Fine and gross motor activities</p> <p>HSC- Eat healthy food How to keep healthy - exercise, eating, sleeping, and hygiene</p>	<p>PE: Gymnastics-balancing and taking weight Outside: Music - making large instruments</p> <p>MH- Fine and gross motor activities Move confidently in a range of ways Letters formation</p> <p>HSC- Manage basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>PE: Ball skills-throwing and catching Outside: Throwing and catching/ hitting</p> <p>MH- Pencil grip, letter formation and write on the lines <b>Hold</b> paper in position</p> <p>HSC- How to keep healthy - exercise, eating, sleeping, and hygiene Healthy choices</p>	<p>PE: Games with rules-sports day preparation Outside: Games</p> <p>MH- Hop and skip in time to music Hold paper in position Write on lines and control letter size</p> <p>HSC- Dress and undress independently Fasten buttons or laces</p>
<b>PSHE</b>	<p><b>SEAL:</b> Develop a sense of belonging. Awareness of class rules. Managing own feelings.</p> <p><b>RSE:</b> Making Friends &amp; understanding what makes a good a friend.</p> <p><b>DATE:</b> Identify &amp; name some feelings. What to do when I'm ill. People who help us when we are poorly</p>	<p><b>SEAL:</b> Friendship &amp; co-operation. Understanding feelings.</p> <p><b>RSE:</b> Working as part of a group / team</p> <p><b>DATE:</b> Interpret facial expressions.</p>	<p><b>SEAL:</b> Understanding self. Setting own goals.</p> <p><b>RSE:</b> Working together – code of behaviour.</p> <p><b>DATE:</b> Simple choices about health &amp; well-being.</p>	<p><b>SEAL:</b> Standing up for self. Understanding &amp; managing own feelings.</p> <p><b>RSE:</b> How am I different / the same as other people?</p> <p><b>DATE:</b> Taking responsibility – other people need/want us to help them. What is safe to put into our bodies.</p>	<p><b>SEAL:</b> Understanding fair &amp; unfair. Understanding &amp; managing own feelings. Respecting other people's opinions, listening and respecting others point of view.</p> <p><b>RSE:</b> Dressing myself/ personal hygiene.</p> <p><b>DATE:</b> Simple choices about health &amp; well-being</p>	<p><b>SEAL:</b> Dealing with change. How they have changed.</p> <p><b>RSE:</b> Differences between boys and girls. What is good about being a boy / girl?</p> <p><b>DATE:</b> Taking responsibility – other people need/want us to help them.</p>

<b>Personal, social and emotional development</b>	<p>MR- Play with other children Take account of what others say</p> <p>SC -Select and use resources Ask adults for help Talk about our abilities</p> <p>MFB- Turn taking Sharing with support Aware of the boundaries set Aware of behavioural expectations</p>	<p>MR- Take account of what others say Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>SC - Speak to others about own needs, wants, interests and opinions</p> <p>MFB- Understand the effects of their own actions Aware of the boundaries set Aware of behavioural expectations</p>	<p>MR- Take steps to resolve conflicts with other children How to play cooperatively Turn taking</p> <p>SC –Build confidence when trying new activities Say why they like some activities more than others</p> <p>MFB- Negotiate and solve problems without aggression</p>	<p>MR-Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings Form positive relationships with adults and peers</p> <p>SC –Speaking in front of a familiar group Say when they do or don't want help</p> <p>MFB- Talk about how they and others show feelings Talk about their own and others' behaviour, and its consequences Know that some behaviour is not acceptable Work as part of a group or class and understand and follow the rules.</p>	<p>MR- Play cooperatively, taking turns with others Take account of one another's ideas Play group games with rules Resolve minor disagreements through listening to each other to come up with a fair solution</p> <p>SC- Choose the resources needed for their chosen activities Confident to speak to class group Talk about plans they have made to carry out an activity</p> <p>MF&amp;B- Talk about their own and others' behaviour, and its consequences Adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>MR- Introduce group games with rules Understand someone else's point of view can be different from theirs They understand what bullying is and that it is unacceptable</p> <p>SC - Confident to speak to class group Talk about things they enjoy, are good Talk about what they might change if they were to repeat a task</p> <p>MFB- Adjust their behaviour to different situations Know some ways to manage their feelings and begin to use these to maintain control Stop and think before acting and they can wait for things they want</p>
	<b>SPECIFIC AREAS</b>					

<b>Literacy</b>	<p>R- Rhyming and rhythmic activities Alliteration activities Suggests how the story ends Handles books carefully Initial sound games Recognising letters and sounds of the alphabet</p> <p>W- Mark making activities Hear and says the initial sounds in words Write own name and other things such as labels Squiggle as you wiggle- Letter formation</p>	<p>R- Segment sounds in simple words and blend them together Sound to letter games Begin to read Phase 2 words</p> <p>W- Segment sounds in simple words and know which letter to write Letter to sound games Squiggle as you wiggle-Letter formation Name writing, label writing</p>	<p>R- Begin to read words and simple sentences and understand it Uses vocabulary from books Read a range of books</p> <p>W-Letter to sound games Caption writing Begin to write short sentences</p>	<p>R- Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud Common irregular words from Phase 2 and 3</p> <p>W- Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words. Write simple sentences Some words are spelt correctly</p>	<p>R- Read and understand sentences Talk about a story Read phonically regular words as well as many high frequency words</p> <p>W- Use phonic knowledge to write words Write some irregular common words Write simple sentences that can be read by themselves and others Some words are spelt correctly and others are phonetically plausible Story writing with narrative features</p>	<p>R- Read phonically regular words of more than one syllable as well as many irregular words Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary Describe the main events in simple stories</p> <p>W-Write simple sentences that can be read by themselves and others Spell phonically regular words of more than 1 syllable Story writing with narrative features</p>
<b>Mathematics</b>	<p>Number songs Counting 1:1 Recognising numerals Shape and measure-2D shapes Pattern-2way Counting on and back</p>	<p>Ordering numbers 0-20 Number recognition 1 more and 1 less Measure-length and height Simple addition Shape- 3D shape names Time- days of the week Money £1 and £2</p>	<p>Counting and estimating Number games to 20 +1 +2 addition Addition partitioning to 10 Shape- describe 2 D shapes 1 more and 1 less (Problem solving)</p>	<p>Beginning subtraction Time- sequencing a day and O'clock time Counting on, counting back Addition Money-1p,2p,5p (Problem solving)</p>	<p>Subtraction Capacity / Weight Doubling and halving Sharing + using a number line Patterns (Problem solving)</p>	<p>+/- by counting on and counting back Doubling, halving and sharing Pattern 2£ and 3D shape Money Counting in 2s, 5s and 10s (Problem solving)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding of the world</b></p>	<p>PC- Weekend news- talking about events with their family or friends Similarities and differences in relation to friends or family</p> <p>UW- Comment and ask questions Shows care and concern for living things and the environment</p> <p>Autumn Harvest</p>	<p>PC- Cultures and Beliefs – celebrations (Diwali, Christmas, Remembrance Sunday, Bonfire night)</p> <p>UW- Looks closely at similarities, differences, patterns and change</p> <p>Diwali-light and dark tent Doctor- Our body and bones Mary Seacole-where did she go and what did she do? Healthy/ unhealthy food Explore how things change- water, porridge, toast, jelly, butter (Liquids, gas solids)</p>	<p>PC- Talk about past and present events in their own lives Chinese New Year Pancake Day</p> <p>UW- Looks closely at similarities, differences, patterns and change</p> <p>Dentist and how to look after our teeth Knights from the past</p>	<p>PC- Know about similarities and differences between themselves and others, and among families, communities and traditions Easter</p> <p>UW- Know about similarities and differences in relation to places, objects, materials and living things Make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Spring- planting Parent workshop on Exploring and experimenting Shadows Space and the solar system</p>	<p>PC- Know other children don't always enjoy the same things Know difference between past and present events in own lives</p> <p>UW- Make observations of animals and plants and explain why some things occur, and talk about changes Know that the environment and living things are influenced by human activity Describe some actions which people in their own community do that help to maintain the area that they live in How to look after our environment Minibeasts and Life cycles Planting</p>	<p>PC- Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect Cultures from around the world</p> <p>UW-Talk about the features of their own immediate environment and how environments may vary one from another Materials and their properties</p> <p>Compare animals from around the world-habitats and climates</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Technology</b></p>	<p>Completes a simple program on a computer Name keyboard and mouse</p>	<p>Uses ICT hardware to interact with age- appropriate computer software e.g. <i>clicking on icons to make different things happen</i> Name and use a keyboard and mouse with developing control</p>	<p>Uses ICT hardware to interact with age- appropriate computer software eg <i>clicking on icons to make different things happen</i> Use a range of control toys and devices</p>	<p>Recognise that a range of technology is used in places such as homes and schools.</p>	<p>They select and use technology for particular purposes. Find out about and use a range of everyday technology.</p>	<p>Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (e.g. how to record results or events)</p>

**Expressive Arts and Design**

EUM-Tap out a repeated rhythm  
 Explore and learn how sounds can be changed  
 Joins construction pieces together  
 Sing well known songs  
 Colour mixing- large scale

BI- Makes up simple songs  
 Make up rhythms  
 Imaginative role-play  
 Use available resources to create props to support role-play  
 Choose particular colours for a purpose  
 Plays alongside other children engaged in the same theme

EUM-Explore the different sounds of instruments  
 Understand that different media can be combined  
 Manipulate materials to achieve a planned effect  
 Construct with a purpose in mind, using a variety of resources  
 Use simple tools and techniques competently and appropriately

Diwali Diva-clay  
 Rangoli patterns  
 Manipulate salt dough for Christmas decoration  
 Cooking

BI- Introduce a storyline or narrative into their play  
 Play cooperatively as part of a group to develop and act out a narrative

EUM-Select appropriate resources and adapt work  
 Select tools and techniques need to shape, assemble, and join materials

Design, make and adapt project e.g. get away car, superhero badge

BI- Build a repertoire of songs and dances  
 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences  
 Act out a narrative in a group

EUM-Sing songs, make music and dance, and experiment with ways of changing them  
 Safely use and explore a variety of tools and techniques, experimenting with colour and texture

Develop Art techniques  
 Weaving/ collage  
 How to use a paintbrush effectively

BI-Use what they have learnt about media and materials in original ways, thinking about uses and purpose  
 Represent their own ideas, thoughts and feelings through design and technology, music, role play and stories

EUM-Safely use and explore a variety of tools and techniques, and experimenting with design, form and function

BI-Represent own ideas, thoughts and feelings through art, music, role play and stories.  
 Talk about the ideas and processes which have lead them to make something

Design, make and adapt project

EUM- Experiment with colour, design, texture, form and function  
 Develop own ideas through selecting and using materials  
 Find out and make decision about how media and materials can be combined and changed

BI-Represent their own ideas through design and technology, art, music, dance, role play and stories  
 Talk about features of their own work, recognising the differences between them and the strengths of others

African Mask  
 Tinga tinga style paintings  
 Aboriginal art work  
 Tribal music/ instruments