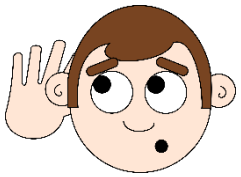
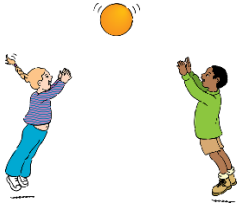
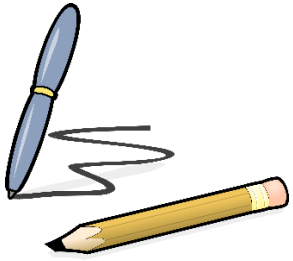
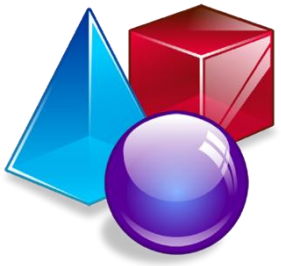
St Mary's C of E Curriculum Map Knowledge and Skills		Intent: We aim to provide every child with a secure foundation on which to grow and develop into a confident, independent and motivated learner in a safe, stimulating and happy environment. We value every child as a unique person with their own interests and knowledge. We build upon this knowledge by responding to their interests through planning a wide range of meaningful experiences, ensuring the children learn and develop in all areas of the EYFS curriculum. We encourage exploration and curiosity whilst extending the children's knowledge and skills in their play. Staff build positive relationships with all the children and their families to promote a partnership in their learning journey.		
Area of Learning	Aspect	Nursery	Reception	Summative Assessment Early Learning Goals
Communication and Language	Listening, attention and understanding 	Enjoy listening to stories with increasing attention Talk about familiar books and stories Understand and follow a simple instruction Understand 'why' questions	Show an understanding of how to listen carefully and why listening is important Listen carefully to rhymes and songs Listen to and respond to stories showing understanding Listen to and discuss non-fiction books Follow instructions with two or more parts Connect ideas and actions	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking 	Use a wider range of vocabulary Join in with simple songs and rhymes Take turns in conversation Use talk to organise play	Share ideas by speaking in well-formed sentences Describe events in some detail using correct tense Use a widening range of new vocabulary in different contexts Ask questions to find out more and to check they have understood Use talk to help work out problems and organise thinking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full

			Retell a familiar story using repetition and also using own words Sing a wide range of rhymes and songs by heart	sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development (See PSHE plans)	Self-regulation 	Begin to talk about their own feelings Begin to understand how others are feeling Begin to take turns with support Begin to follow instructions with support	Talk about and manage their own feelings and needs more independently Begin to consider the feelings of others Take turns and share fairly and begin to negotiate with others Follow instructions with two or more steps independently	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing self 	Begin to follow class rules and routines Begin to take turns Begin to use the toilet and wash hands independently Begin to dress and undress with support	Follow class rules and understand why this is important Use the toilet and wash hands independently and understand why this is important Dress and undress independently	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

	Building Relationships 	Begin to play with one or more children Begin to interact and hold a conversation with adults and children Begin to consider the feelings of others	Build constructive and respectful relationships by playing co-operatively with others Express their feelings and consider the perspectives of others Express their own ideas and listen and respond to the ideas of others	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Physical Development (See Physical Development plans)	Gross Motor Skills 	Climb steps and stairs Begin to show an awareness of space Jump, hop, crawl and balance with increasing confidence Use scooters and ride-ons with increasing confidence	Become increasingly confident and competent at rolling, crawling, jumping, running, hopping, skipping and climbing Throw, catch and kick a ball Use space and small and large equipment safely Begin to combine movements showing fluency and grace Talk about how to keep healthy both physically and mentally	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine motor Skills 	Begin to use one-handed tools and equipment Begin to show a preference for a dominant hand Use a comfortable grip to make marks on paper	Use a range of tools competently and safely such as pencils, paintbrushes, scissors and cutlery Develop a comfortable and efficient pencil grip Form letters with correct orientation Draw with control	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Literacy (see Little Wandle Phonics planning) Reception shows progression in reading and writing from the top	Comprehension  	Talk about familiar stories showing awareness of characters and events	Learn and use new vocabulary from stories Answer questions about stories they have listened to showing awareness of characters, events and setting	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Reading 	Enjoy listening to and responding to stories Talk about their favourite books Join in with repeated phrases in familiar stories Understand that print has meaning Recognise their own name and other familiar words Identify sounds in the environment Join in with rhyming games and stories Count or clap syllables in a word Begin to identify the initial sound in words Begin to blend orally Begin to recognise a few graphemes and the corresponding phoneme	Continue to develop reading for pleasure by sharing quality books at school and at home Orally blend simple words with confidence Recognise phase 2 graphemes and know the corresponding phoneme Blend words with known graphemes Read a few common exception words Recognise phase 3 graphemes and know the corresponding phoneme Read simple phrases and sentences by sounding out and blending Read sentences with increasing fluency and prosody	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Writing 	Begin to write the letters in their name Begin to use letter shapes in their early writing	Write own name Begin to form letters correctly Begin to write letter shapes in independent writing and give meaning to their writing Write graphemes in response to phonemes Begin to write CVC words by segmenting the phonemes Write some common exception words from memory Use phonic knowledge to write simple sentences and read writing back Know that a sentence begins with a capital letter, has finger spaces between words and ends with a full stop or exclamation mark.	Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be ready by others.
Mathematics (Reception shows progression in number from the top)	Number and Numerical Patterns 	Begin to recognise up to 3 objects without counting (subitise) Recite numbers to 5 Say one number for each item in order 1, 2, 3, 4, 5 Know that the last number reached when counting a set is the total (cardinal principle) Link numerals to amounts with up to 5 objects Begin to show 'finger numbers' Use numbers to 5 in real world problems	Subitise 3 objects confidently Represent, compare and know the composition of 1, 2, and 3 Represent, compare and know the composition of 1, 2, 3, 4 and 5 Say the number 1 more/1 less than a given number of objects to 5 Understand 0 using objects and a number line Know number bonds to 5	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; Compare

		Compare quantities using language 'more than' and 'fewer than.'	Represent, compare and know the composition of numbers to 10 Combine two groups to find total Represent number bonds to 10 using objects Begin to recall number bonds to 10 Count on and back from a given number to 10 Count to 20 Use doubling and sharing in play Begin to recognise odds and evens	quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Shape, space and measure 	Talk about 2D and 3D shapes using informal and mathematical language such as sides, corners, straight, flat round etc Use shapes to build and combine to make new shapes Understand positional language such as on top, under, behind etc Compare objects by size, length, weight and capacity Recognise and create repeating patterns Begin to sequence events using words such as first, then	Match and sort objects Select, rotate, compose and decompose shapes Continue, copy and create repeating patterns with increasing complexity Compare length, weight and capacity using language such as heavier, longer etc Recognise and describe circles, triangles and 4 sided shapes Use positional language such as over, under, in front behind Use every day language of time such as morning and afternoon Recognise and describe some 3D shapes	

Understanding the World (see also RE plans)	Past and present 	Talk about their own family and events in their memory Begin to understand chronology through daily routines and stories	Understand chronology through daily routines, books and stories Use the language of time such as yesterday, today and tomorrow Begin to sequence days of the week and months of the year Begin to develop an understanding of people and objects from the past through books and stories and compare to modern times Talk about images of familiar situations in the past Develop an understanding of families such as grandparents, parents etc Compare modern and old objects such as music players	Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;
	People, Culture and Communities 	Begin to know about different occupations through dressing up, role play and small world play, books and stories Talk positively about the differences between people Know that there are different countries in the world through shared experiences, pictures, books and stories and discuss differences	Talk about members of their family and community and name and describe them Draw information from a simple map Understand that some places are special to members of the community such as church, mosque, synagogue Recognise that people have different beliefs and celebrate in different ways Talk about different environments and compare to the one they live in	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge

				from stories, non-fiction texts and – when appropriate – maps.
	The Natural World 	Explore natural materials using all their senses Talk about what they see using a growing vocabulary Understand how plants grow and how to care for them Begin to show respect and care for the natural environment and living all things Explore and talk about different forces such as water and magnets Talk about changes in materials and the weather	Explore and describe the natural world around them using all senses Talk about the four seasons and some of the effects they have on the natural world Show an understanding of life cycles such as plants, butterflies and frogs Name and describe different materials Describe changing states of matter such as liquid and solid	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with materials 	Explore a wide range of media such as pencils, pens, crayons, paint, malleable and collage Join different materials and explore textures Begin to represent objects and people by drawing and painting Begin to explore colour mixing Choose materials to create an idea Begin to use simple tools such as scissors, hole punch, Sellotape dispenser	Build on prior knowledge when drawing, painting, printing, collage, 3D and textiles Draw and paint with a wide range of media and with increasing detail Use appropriate colours for a specific purpose Begin to mix colours for a purpose, washing brush appropriately Build and construct with a purpose in mind	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

			Join materials independently using glue, Sellotape, treasury tags etc Safely use simple tools independently including scissors, Sellotape dispenser and hole punch Plan, discuss and reflect on creations Work collaboratively Learn about different artists and styles and create work in response	
	Being imaginative and Expressive  	Take part in pretend play using a wide range of props and resources to represent objects Tell stories through role play, small world play and with construction toys using imagination Make sounds and listen to them using a range of musical instruments and materials Begin to express thoughts and feelings through music Join in with songs and rhymes	Listen, respond and talk about a wide variety of music through dance and drawing Sing a wide variety of songs and begin to sing in tune Perform music and dance in small groups or on their own Develop storylines and narratives in pretend play	Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Curriculum Enrichment and Special Days

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Harvest Festival Autumn walk and conker collecting	Remembrance Day Children in Need Kindness week	NSPCC Number Day Shrove Tuesday	World Book Day Red Nose Day Mothering Sunday	Hadleigh Show Art competition School trip	Sports Day Transition Days

Black History Month	Christmas: Christmas play Christmas Design and Technology week Christmas party Christmas Church Carol service		Science week Spring Walk Easter church service		

Key texts to enhance learning and ensure experience of diverse cultures and communities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster The Great Nursery Rhyme Disaster The Story Orchestra-4 Seasons in One Day Ablaze with Colour-A story of Painter Alma Thomas Marcus Rashford & Dwayne Johnson-Big Dreams series Music is… The Precious pearl	Jackson Pollock splashed Paint… Where the Poppies Now Grow The Giving Tree This is the Bear A Christmas Story The Snowman Jolly Snow Amazing Africa	Supertato Super Daisy The Snail and the Whale 10 Little Superheroes Hey You! Mr Wolf's Pancakes Mama Panya's Pancakes-A village tale from Kenya Guess How Much I Love You	Peepo Jack and the Beanstalk The Three Billy Goats Gruff Map Mazes The Creation Story Busy Spring What to Look for in Spring	Wonderful Earth 10 Things I can do to help my world Looking After Our Planet Greta and the Giants The Bad Tempered Ladybird The Hungry Caterpillar The Very Busy Spider	Handa's Surprise The Pig in the Pond Amazing Africa Greedy Zebra Am I Fit and Healthy The Train Ride Mr Gumpy's Outing