



HOLY TRINITY

A BATH AND WELLS ACADEMY

EYFS Curriculum Map

First Half Autumn Term	Second Half of Autumn Term	First Half of Spring Term	Second Half of Spring Term	First Half of Summer Term	Second Half of Summer Term
All About Me	Count Down to Christmas	Superheroes	People Who Help Us	Minibeasts	On The Farm
- Settling into school - Baseline assessment - Sharing All About Me Books - Making friends - Sharing and taking turns - Learning everyone's names. - Listening skills - Routines of the day - Playtime, community time and lunchtime routine - Where are the resources kept? - Toileting and washing hands. - Name recognition - Writing name - Starting to learn phase 2 sounds. - Counting objects and relating them to numbers - Safe play times and the 4-step rule - Tour of the school and outdoor areas - Using the outside area	- Forming friendships and continuing to learn about sharing and taking turns. - Continuing to learn phase 2 sounds. - Blending CVC words • Introduction of tricky bug words - Writing sounds and simple words - Following instructions - Continuing to develop listening skills. - Christmas books. - Counting and introduction of numicon - The Christmas story and nativity performance - Introduction to other celebrations	- Listening to superhero stories - Developing our oral story telling - Drawing story maps - Role play - dressing up as superheroes. - Artwork – painting our favourite superheroes. - Finish off learning phase 2 sounds and begin to learn phase. - Composition of numbers 5,6,7,8 - Practical maths activities - Simple number sentences - Guided reading - Continuation of letters and sounds - Extended writing - Use of outdoor area - Junk modelling – making a superhero vehicle	- Real life superheroes in to talk to children such as dentist, firefighters etc.. - Learn about emergency services. - How to keep healthy - Mother's Day paintings and performance - Chicks come into school. - Complete phase 3 sounds - Continue learning phase 3 tricky bug words. - Begin to write simple sentences. - Composition of numbers 9 and 10	- Exploring the outside environment - Learning where minibeasts live and why. - Visit from Bugfest - Writing facts about minibeasts - Writing riddles about minibeasts - Learning phase 4 sounds - Learn phase 4 tricky bug words. - Songs about minibeasts - Looking at numbers to 20 and beyond - Adding and taking away	- Find out about animals on the farm. - Habitats. - Practical activities - doubling and halving, mapping. - Transition to year 1. - Complete learning phase 4 sounds. - Complete learning phase 4 tricky bug words.
PSED – Emotional Gear					
Self-Regulation – Adaptability and Emotional intelligence					
- Identify and moderate their own feelings socially and emotionally throughout the day. - Express their feelings and consider the feelings of others. - See themselves as a valuable individual. - Create rules to support fair play and expect others to follow them.		- Learn to repair relationships when there has been conflict. - Express own feelings and understand others. - Learning to listen to and understand the wider class's point of view.		- Show an understanding of my own feelings and those of others and begin to regulate their behaviour accordingly. - Explain the reason for rules, know right from wrong and try to behave accordingly.	
Managing Self – Self-Care					
- Communicate freely about family and school. - Manage their own needs.		- Manage their own needs.		- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	



HOLY TRINITY

A BATH AND WELLS ACADEMY

EYFS Curriculum Map

- Talk about ideas, culture, relationships and experiences.	- Know and talk about the different factors that support their overall health and wellbeing. - Learn to describe themselves positively to others.	- Manage basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Building Relationship – Emotional intelligence and adaptability		
- Listen to others and understand point of view. - Create relationships through play.	- Express their feelings and consider the feelings of others. - Listen to the point of view of others in my class. - Learn to be flexible in my thinking to understand others	- work and play co-operatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to my own and others needs.
Communication and Language – Academic, Emotional and Identity		
Listening, Attention and Understanding – Communication and oracy, critical thinking, problem solving		
- Understand how to listen carefully and why listening is important. - Ask questions to find out more and to check they understand what has been said. - Follow a 2-part instruction.	- Learn to understand simple adjectives. - Learn to understand a question. - Learn to recognise time specific events as part of a routine. - Learn to listen and do during adult led activities. - Learn that keeping my body in one place will support me to listen.	- Give focused attention to what the teacher says, responding appropriately even when I am engaged in an activity. - Follow instructions. - Listen attentively and respond to what I hear with relevant questions, comments and actions. - Make comments about what they have heard and ask questions to clarify. - Hold a conversation
Speaking – Communication and Oracy, adaptability, memories		
- Articulate their ideas and thoughts in well-formed sentences and extended vocabulary from stories. - Ask questions to find out more. - Describe events in some detail	- Learning to use phonics knowledge to clearly pronounce all phase 2 sounds. - Learn to use new vocabulary in a range of new situations and experiences	- Participate in small group, class and one to one discussion, offering my own ideas, using recently introduced vocab. - Offer explanations for why things happen, making use of recently introduced vocab. - Express my ideas and feelings about my experiences using full sentences, including the use of past present and future tenses
Physical Development – Emotional, Identity, Academic		
Gross Motor Skills – selfcare, opportunities, problem solving		
- Revise and refine the fundamental movements skills they have already acquired. - Develop the overall body strength, co-ordination, balance and agility needed to move in a range of ways and avoid obstacles. - Further develop the skills they need to manage the school day successfully.	- Learn to bat a ball. - Learn to repeat actions such as hopping and jumping	- 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 – creativity, selfcare		
- Show an interest in forming recognisable letters that are important. - Manipulate materials to make a sculpture. - Use scissors for a purpose.	- Learning to write their name. - Learning to write numbers 1-5 - Using playdough to strengthen hand muscles.	- Hold a pencil effectively in preparation for fluent writing, using a tri pod grip. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing
Literacy- Academic, Emotional, Identity		
Composition – Communication and oracy, adaptability, creativity, memories		
- Reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	- Reread what they have written to make sure it makes sense. - Listen to and talk about stories to build understanding. - Tell people about the story I have read	- Offer explanations as to why things might happen, making use of recently introduced vocab. - Listen attentively and respond to what they hear with relevant questions, comments and actions. -



HOLY TRINITY

A BATH AND WELLS ACADEMY

EYFS Curriculum Map

Word Reading – problem solving,		
- Learn to recognise phase 2 sounds. - Orally blend and segment cvc words - Read phase 2 common exception words. - Read a simple caption of decodable words with my phonic knowledge	- Learn to recognise phase 3 sounds. - Learn to segment and blend sounds to read phase 3 words. - Learn to read longer 2 syllable words. - Learn to read securely phase 2/3 exception words	- Say a sound for each letter in the alphabet and at least 10 diagraphs. - Read words with consistent phonic knowledge, including some common exception words
Writing – Adaptability, problem solving,		
- Form lowercase and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letters	- Learn to form some lower case letters correctly. - Learn to write cvc words.	- 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 a simple phrase and sentences that can be read by others.
Mathematics – Academic, Identity, Emotional		
Number – Problem solving, critical thinking, Communication and oracy, adaptability		
- Count objects, actions and sounds from 0-20 - Link the number symbol with its cardinal number value to 6. - Explore the composition of numbers to 10	- Compare numbers. - Explore the composition of numbers to 10. - Count beyond 10 and count 10 objects from a larger group. - Match the number and the quantity to 10. - Correctly form numerals 0-6	- Verbally count beyond 20, recognising the pattern of the number system - Put numerals in order 1 – 10.
Number Patterns – memories, creativity, communication and oracy, adaptability		
- Subitise with my eyes from 0-6 - Subitise with my eyes irregular dot patterns up to 6 - Double numbers 1 to 3	- Learn to recognise a small amount of irregular arrangements without counting - Learn to recognise number patterns as part of whole. - Learn number bonds to 10. - Double numbers 1-5 - Begin to count in 2's to support doubling up to 10	- Have a deep understanding of each number to 10. - Subitise up to 5 - Explore and represent patterns within numbers to 10 including odd and evens, double facts. - Recall number bonds to 5 and some to 10.
Understanding the World – Academic, Emotional, Identity		
Past and Present – memories, communication and oracy,		
- Comment on images of familiar situations in the past using the correct language	- Comment on images of familiar situations in the past. - Learn to talk about common themes in historical stories. - Learn to observe and talk about experiences that they are familiar with that may have been different in the past	- Talk about lives of the people around me and their roles in society. - Tell you some similarities and differences between things in the past and now, drawing on my 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 – Emotional intelligence, Communication and Oracy, Values		
- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Find my school, home or other familiar places on a picture map or ariel photo	- Recognise that some people have different beliefs and celebrate special times in different ways. - Compare and contrast characters from stories including figures from the past.	- Tell my teacher some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. - Talk about the lives of people around me and their roles
The Natural World - Communication and Oracy, Critical thinking		
- Explore the natural world around them. - Talk about seasons	- Recognise some environments that are different to the one in which they live. - Identify England on the map	- Describe my immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries.



HOLY TRINITY

A BATH AND WELLS ACADEMY

EYFS Curriculum Map

		- Explore the natural world
Expressive Arts and Design – Academic, Emotional, Identity		
Creating with Materials – Creativity, Critical thinking, Problem solving, Adaptability, Opportunities		
- Create collaboratively, sharing ideas, resources and skills. - Draw a person. - Name the primary and secondary colours. - Mix primary and secondary colours hold a paint brush between fingers and thumb	- Explore and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.	- Share creations, explaining the process that has been used. - Share creations. - Add detail to drawings that have been created or observed.
Being Imaginative and Expressive – Creativity, problem solving, opportunities, memories		
- Hop in time to a beat. - Sing songs from memory. - Copy a basic rhythm.	- Develop storylines in their pretend play. - Explore and engage in performing solo or in groups. - Learn to move in time to a pulse and high and low sounds.	- Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others. - Try to move in time to the music.
Online Safety – Emotional – Self care, Emotional intelligence, Adaptability Academic – Communication and oracy		
Copyright and ownership I know the work I create belongs to me. I can name my work so that others know it belongs to me. Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. Privacy and Security I can identify some simple examples of my personal information eg name and age. I can describe who would be trustworthy to share this information with. I can explain why they are trusted.	Self-Image and Identity I can recognise online or offline that any one can say no or please stop to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Health, wellbeing and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	Managing online information I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet. Online Relationships I can recognise some ways in which the internet can be used to communicate. I can give examples of how I might use technology to communicate with people I know. Online Reputation I can identify ways that I can put information on the internet.
Special Events		
• Author Focus Week • Intra house competition (every half term) • Class to lead Key Stage Worship • Harvest Worship led by Year 2 in church • Harvest activity to share in church • Harvest wreath making • The Lord's Larder • Remembrance service • Remembrance activity • Remembrance wreath making. • Children in need • Spirituality Day led by Year 5 in church • Carol Service led by Year 6 in church	• Author Focus Week • Intra house competition (every half term) • Class to lead Key Stage Worship • Maths Day • Story telling week • Spirituality Day led by Year 3 in church • Science week • World Book Day • Red Nose Day/Sports Relief • Easter Service led by Year 4 in church • Chicks in school • Visitors in school linked to people who help us topic such as dentist, firefighters, police, vets	• Author Focus Week • Intra house competition (every half term) • Class to lead Key Stage Worship • Spirituality Day led by Year 1 in the church • Arts Week • Sports Day • Leavers Service led by Year 6 in the church