

Early Years Foundation Stage Curriculum Mapping 2022-23

	Term Topic	Autumn All About Me Marvellous Me! Celebrations	Spring Traditional Tales People Who Help Us	Summer Dinosaurs Under The Sea	Autumn Marvellous Me! Let's Celebrate	Spring On The Move Into Space	Summer Growing What a Wonderful World
	Areas of Learning and Development						
Prime Areas	Language & Communication	N1	N2	N3	R4	R5	R6
	Listening	Enjoys listening to stories	Listen to others in 1:1 and small groups when conversation interests them.	Is able to follow directions.	May indicate two channelled attention. Can both listen and do for a short period of time.	Make comments about what they have heard and ask questions to clarify their understanding.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read with and during whole class discussions and small group interaction.
	Talking	Use sentences of around 4 - 6 words (May have difficulties pronouncing some phonemes)	Able to use language in recalling past experiences.	Asks lots of questions.	Can describe what is happening, express ideas and initiate conversations.	Use talk to explain what is happening and anticipate what happens next	Make comments about what they have heard and ask questions to clarify understanding.
	Joining in	Enjoys rhymes, songs or books.	Join in with repeated refrains from familiar rhymes, songs or books.	Start a conversation with an adult or friend.	Hold a conversation with an adult or friend and participate for many turns.	Express their ideas and feelings about their experiences using full sentences, using social phrases. I.e. Do you want to play? I will be mummy you can be baby. I can be the bus driver and you can sit there.	Including use of past, present and future tenses and making use of conjunctions.

Physical Development	N1	N2	N3	R4	R5	R6
<p>Strength</p> <p>Autumn 1 Reception to follow Ready to Learn programme</p>	Take weight on hands and knees.	Can lift up one foot or hand at a time.	Stands on a floor marker on two feet, bends down and picks up an object from the floor.	Stand on a floor marker while bending down to pick up objects placed in different positions with varying distances from the marker.	Take weight on hands and feet with their tummy up.	Can sit on their bottom with their back straight
Gross Motor	Can walk backwards and sideways.	Use large muscle movements to wave flags, streamers and paint markers.	Can walk up and down steps, putting one foot on each step.	Can balance on one foot and climbs on play equipment.	Can catch, kick or bounce a ball.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing and use wheeled vehicles with good balance and coordination.
Fine Motor	Thread large beads onto a thread.	Build a tower with 6 or more blocks Draw a person.	Holds a pencil with snapper grasp.	Draw a person with a head, legs, body and some features. Build with other construction.	Using a range of small tools including scissors, paintbrushes and use a knife and fork competently.	Hold a pencil effectively in preparation for writing and drawing.
Personal, Social and Emotional	N1	N2	N3	R4	R5	R6
Becoming Me	Manage their own basic hygiene and personal needs. Use the toilet independently and wash their hands.	Is beginning to use language rather than physical outbursts to express themselves.	Relay basic feelings and can name some basic feelings. E.g. happy, sad, angry and scared.	Identify basic feelings and some strategies to manage them.	Demonstrates some basic character virtues e.g. school values and resilience.	Take responsibility for toileting, managing feelings, health (incl. Oral health and healthy life choices)
Becoming a Friend	To be a friend you have to take turns and share - with modelling	Practice skills of assertion, negotiation and compromise whilst seeking the	Enjoys playing alone, alongside and with others, inviting others to play.	Plays with a group of children.	Developing a sense of social rules and will take steps to independently resolve conflicts	Beginning to recognise differences between themselves and others, showing

			approval of an adult.			with others.	sensitivity to each other's needs.	
	Becoming a Citizen	Is beginning to follow rules.	Can describe their local environment, i.e. school/home	Develop their sense of responsibility and membership of a community, including different cultures.	Helps to create rules.	Can describe what they don't like about their environment. Can make changes from their evaluations.	To follow and understand management of rules.	
Specific areas	Literacy	N1	N2	N3	R4	R5	R6	
	Reading	To be able to differentiate between different sounds, e.g. environmental, body, percussion, voice, etc.	To develop phonological awareness and to spot and suggest rhymes including counting and clapping syllables in a word.	To be able to recognise their own name. Hear and say the initial sounds in words.	Says the sound for individual letters (all of phase 2)	Is beginning to blend and segment sounds.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Writing	Enjoys writing on different surfaces, e.g. paper, screens, sand, shaving foam, etc.	Can distinguish between the different marks they make and makes marks to represent their name.	Is beginning to make some letter-like forms.	Holds a pencil accurately and is beginning to form letters accurately.	Knows the sounds letters make and is beginning to spell words based on how they sound.	Write simple phrases and sentences that can be read by others.	
	Mathematics	N1	N2	N3	R4	R5	R6	
Counting Essential Maths: RLS2	Recites numbers past 5.	Verbally count to 10 with some correspondence with objects.	Develop fast recognition of objects up to 3.	Enjoys reciting numbers from 0-10 and beyond and back. Beginning to form numbers.	Counting and ordering numbers to 10.	Verbally counting accurately beyond 20. Say what comes before or after a number. Draws and writes numerals to 10.		

<p>Number Sense</p> <p>Essential Maths: RLS1 RLS6 RLS9</p>	Place number cards in order up to 5 and identify 1st and 2nd.	Matches numeral to quantity.	Subitise up to 3 or 4 objects quickly	Ordering numbers up to 10 recognising some ordinal numbers.	Can place numbers on a blank number line to 10.	Subitises up to 6 in familiar and unfamiliar arrangements, describing how they see the number.
<p>Patterns</p> <p>Essential Maths: RLS4 RLS15</p>	Duplicate an AB pattern when a model is close by.	Fill in the missing element of an AB pattern.	Recognises, describes and builds AB patterns.	Recognises, describes and builds more complex patterns.	Use different resources to make ABC patterns.	Create their pattern.
<p>Number operations</p> <p>Essential Maths: RLS10 RLS11 RLS12 RLS13 RLS15 RLS16</p>	Beginning to find answers to number problems up to 5 in play and meaningful activities.	Matches sets and lining them up with 1:1 correspondence.	Through play and exploration, recognise that numbers are made up of smaller numbers.	To recognise parts and a whole of a number using resources.	Can add and subtract numbers to 10.	Solve number problems using concrete objects up to 20, e.g. addition, subtraction, multiplication and sharing.
<p>Finger gnosis</p>	Uses fingers during fine motor skills.	Takes part in finger rhymes.	Identify different fingers in songs, i.e. Peter Pointer and Baby Small	Follow lines on a variety of templates with different fingers.	Matching fingers to collection of objects.	Shows numbers with fingers.
<p>Sets</p> <p>Essential Maths: RLS5 RLS6 RLS7 RLS14</p>	Grouping the same colour objects.	Grouping by single attribute.	Dividing a collection into two groups, with different attributes.	Creates their own criteria for sorting.	Use multiple set sorting using different attributes, e.g. large red gloves, large red mittens.	Compares and orders sets by using specific attributes, incl. quantity and magnitude. E.g. The group that has the most and the set that has the biggest objects.
<p>Measurement</p> <p>Essential Maths: RLS3</p>	Beginning to anticipate times of the day, e.g. lunch time.	Understand recent, past and future.	Explores differences in size, weight and length. Using language to describe things such as big or small.	Use non standard measurement tools to make comparisons to objects relative to size.	Uses a variety of measuring tools described by language.	Uses a variety of measuring tools described by using accurate language and equipment.

	Shape	Use blocks for structures.	Uses names of 2D shapes with labels. Use everyday language for 3D shapes e.g. ball and block.	Begin to recognise shapes in the environment.	Begin to use the attributes to describe 2D and 3D shapes.	Name some common 2D and 3D shapes.	Describes properties of 2D and 3D shapes.
	Spacial relationships Essential Maths: RLS8	Responds to and uses spatial language. Responds to verbal directions..	Recognises familiar landmarks.	To complete a 10 piece puzzle independently.	Follows or gives verbal directions using spatial language.	Follow a sequence of directions.	Enjoy making a simple map.
	Data	Sorts objects by using a single attribute.	Sorts objects for a reason.	Sorts objects by using a single attribute and is able to say how many.	Interprets a graph and pictogram with some adult guidance.	Recognise different quantities on a pictogram or bar graph to use language to describe.	Create a graph and or a pictogram with support.
	Understanding The World	N	N	N	R	R	R
	History	Puts photographs of a baby onwards in the correct order.	Acts out familiar routines from their family routines and cultures.	Distinguish between old and new.	Talk about significant events from their own experiences and family custom and routine.	Sequences and retells stories.	Knows that they and the world changes with time.
	Geography	Talks about the location of familiar places.	Talks about important geographical locations in their local area.	Knows there are different countries in the world and is able to talk about them through experiences or books/films.	Talk about some places of local interest.	Discuss similarities and differences in countries around the world and can draw simple maps.	Gives details about where they live,e.g. County, town, etc.
	Ecology	Enjoys being outside and is curious about things in nature.	Beginning to understand that we need to take care of things and discuss simple life cycles.	Is beginning to appreciate being in nature i.e. enjoying the sun.	Looks closely at things in nature and talks about what they have seen including showing	Knows that we need to take responsibility for materials using them properly and performing simple	Shows a basic understanding of how they might have an impact on the environment and

					concern for living things.	repairs.	takes responsibility to care for their environment.
Design & Technology	Develop knowledge and design through play of objects.	Explores the feel of a range of everyday objects.	Manipulate basic tools to create a simple product & build a den / structure..	Explores the feel of a range of everyday objects and can discuss similarities and differences.	Draw what they are going to make and choose appropriate tools and materials to create.	Explains what they are happy with in a product or structure/ den and how they will tweak the design and improve it.	
Science	To explore and talk about forces, i.e. pushing and pulling.	Discuss weather and seasons.	Can identify differences between some materials.	Explore using their five senses.	Describe the impact of weather and change of seasons.	Participate in guided investigations and make observations, incl. Chemistry, physics and biology.	
Expressive Arts and Design Cultural Awareness	N	N	N	R	R	R	
Visual Arts	Identify artwork that appeals to them.	Enjoys experimenting with colour in a variety of ways.	Through experimentation creates a form and decides it's similar to something.	Is beginning to use painting and drawing to represent actions and objects.	Make intentional representations choosing what they are going to create.	Beginning to think about an artist's point of view. I.e. their friends' piece of work.	
Music	Identify sounds in the environment.	Describes music and how it makes them feel.	Sings to self and makes up simple songs	Can sing a whole song with others.	Enjoy listening to different genres of music.	Perform songs, rhymes, poems and stories with others.	
Dancing	Expresses emotions through facial expressions.	Explores movement to music from a range of cultures.	Can say which dances they like.	Copies movements shown by the teacher.	Enjoys dancing to music from different cultures.	Demonstrates fluency when moving in a variety of different ways. Discusses how dancing or watching dancing makes them feel.	
Playing and Pretending	Give toys a voice.	Use available resources to create	Engage in pretend play based on	Take on multiple roles.	Creates and collaborates with	To set the scene, language is used	

			props or create imaginary ones to support their role play.	events they have seen or heard. Includes short time related activities with others.		others planning longer stories with several steps laid out in sequence.	which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions.
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