

EYFS Curriculum Map: Reception 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Theme/Topic	Marvellous Me!	Our Community	Fantasy Worlds	New Life	The Garden
Suggested texts/Content Ideas for texts	Titch, Paper Dolls, All Are Welcome, Its Okay to be Different, Our Class is a Family, You Choose, Funnybones, From Head to Toe, Super Duper You	Usborne: Why should I brish my teeth?, Topsy and Tim go the Dentist, Emergency!: Margaret Mayo,	Zog, Zog and the Flying Doctors, Room on the Broom, The Princess and The Wizard	Colours of Holi, Little Bear's Spring, The Odd Egg	Handa's Surprise, The hungry caterpillar, Spinderella Superworm, The Tiny Seed, Jaspar's Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad
Communication and Language Literacy ELGs: Listening Attention and Understanding Comprehension Word Reading Writing	Speaking and listening in small groups and whole class Extending language and increasing vocabulary Writing names and significant words/letters Phonics RWI Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre	Speaking and listening in small groups and whole class Extending language and increasing vocabulary Talk for Writing Writing names, letters/sounds and begin to write for a range of purposes Phonics RWI – split groups following assessment Name writing, labelling using initial sounds, story scribing, writing instructions Help children identify the sound that is tricky to spell. Sequence the story	Speaking and listening in small groups and whole class Extending language and increasing vocabulary Talk for Writing Story structure, characters, settings, plot. Hot seating, role on the wall. Story mapping. Acting out stories. Using our imagination for storytelling. Writing names, letters/sounds and begin to write for a range of purposes Writing to recall stories learnt RWI phonics	Speaking and listening in small groups and whole class. Extending language and increasing vocabulary. Talk for Writing RWI phonics Writing names, letters/sounds and begin to write for a range of purposes . Writing tickets, maps, timetables. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.	Speaking and listening in small groups and whole class. Extending language and increasing vocabulary Talk for Writing. RWI phonics Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories, writing animal factfiles

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		Write a sentence with support.	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, labels Guided writing based around developing short sentences in a meaningful context.	Guided writing based around developing short sentences in a meaningful context.	
Mathematics ELGs: Number Numerical Patterns	Counting songs and rhymes Numerals 0-5 and of personal significance Counting games and activities 0- 5. Subitising. Using measuring equipment within self-initiated tasks Seasons and Time (routines of the day)	Counting songs and rhymes Counting to 10+ and recognising numerals 10. Matching a number of objects to a numeral Measuring using vocabulary such as tall/short, big, bigger, small/smaller Seasons and Time	Counting songs and rhymes Number focus 0-10 Recalling 0-10 . Addition as grouping objects (single digit numbers) Begin to count out a range of objects beyond 10. . Begin number bonds to 10. Seasons and Time	Counting songs and rhymes Developing deeper understanding of numbers to 10 and beyond. Addition and subtraction in simple contexts Counting in 2s and 10s in practical ways Measuring in a range of ways – length/weight/capacity and using appropriate vocabulary	Counting songs and rhymes Number focus 0-20. Adding two groups together / number bonds to 10 as sums Measuring length, weight and capacity through initiated and small group tasks Addition and subtraction (single digit numbers) Begin to discuss time and duration of a set time (how many jumps in 1 minute)
Personal, Social and Emotional Development ELGs: Self-regulation Building Relationships Managing Self	Class rules, turn taking games and activitie. Getting to know you activities Building friendships and making relationships – group activities and one to one with adults/peers Becoming independent with managing clothing, shoes, toileting. Our likes and dislikes Our feelings Importance of taking care of our bodies including oral health.	Class rules. Developing confidence. Building friendships and making relationships – group activities and one to one with adults/peers.	Continuing to develop skills learnt and developing independence Developing self-confidence through sharing news, experiences and stories	Continuing to develop skills learnt and developing independence Developing self-confidence through sharing news, experiences and stories	Talking about feelings and how these can be expressed. Further development of independent learning skills. Showing sensitivity to the needs of others

EYFS Curriculum Map: Reception 2024-25

Physical Development ELGs: Gross Motor Skills Fine Motor Skills	Weekly PE sessions Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children. Provide regular reminders about thorough handwashing and toileting. Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Weekly PE sessions Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Weekly PE sessions Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Weekly PE sessions Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Weekly PE sessions Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Understanding the World ELGs: Past & Present People, Culture and Communities The Natural World	Home and family Family tree Comparing baby photos to how they look now. Pets School and friends Likes and Dislikes	.	Learning about environments and key parts of story settings To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate		Minibeast hunt Building a minibeast Hotel Butterflies from insect lore Gardening and weeding Growing plants and vegetables

EYFS Curriculum Map: Reception 2024-25

	Culture and beliefs Learning about the similarities and differences of others in the class including adults. Our bodies Our senses		these characters from real people in their lives.		Different animals: pets, farm animals, jungle animals. Look at animals from cold and hot countries.
Expressive Arts and Design ELGs: Creating with Materials Being Imaginative and Expressive	Songs and music – what is our favourite? What songs do we like to sing? Why? Using instruments alongside out favourite rhymes Self portraits – what do I look like? Family tree Role play: baby clinic, home corner, pet shop	Christmas performance Observational drawings of objects/artefacts linked to different celebrations Rangoli patterns using a variety of media and materials. Fireworks dancing Role play: Santa's workshop	Character paintings and drawing – talk about different features and characteristics and display in a range of ways. Acting and performing traditional tales. Making masks Role play: Giant's Castle, Three Bears' Cottage	Roleplay: Space station, train station, pirate ship, travel agent	Printing animal/minibeast patterns. Matisse: The Snail Rousseau's Tiger Polar dioramas Making seed packets Printing with fruit and vegetables Roleplay: Garden centre, farm shop, pet shop
Enrichment (trips / themed days/ visits) 'WOW' moments	Autumn Walk Black History Month Afro Hair Day	Festivals – Diwali, Hanukkah, Bonfire Night, Christmas, Remembrance Day Visitor: Tiny Tales and Tunes Cinderella workshop This Green Moon Christmas performance.	Visit to Sundown Adventure Land or Stockeld Park. Chinese New Year Eid Easter		Hungry Caterpillar workshop: Tiny Tales and Tunes. Visit to Temple Newsam Visit to a Garden Center.