

# Stubbings EYFS Curriculum Map 2021 – 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes</b> <small>(these are flexible and may change according to childrens needs and interests)</small>	<b>Who am I?</b>  Friends Families Interests	<b>How are special times celebrated?</b>  Autumn celebrations: Bonfire Night, Diwali, Harvest, birthdays, Advent, Christmas	<b>How are animals amazing?</b>  Polar animals Desert animals Chinese New Year Tiger Imaginary animals	<b>How does your garden grow?</b>  Planting seeds, flowers, herbs and vegetables Life cycles Health and hygiene Dental health	<b>What is a toy?</b>  Toys in the past, present and future Toys around the world Moving toys Favourite toys	<b>Do you like to be beside the seaside?</b>  Seaside- ships British seaside past and present Fossils- Mary Anning Pirates
<b>QfL examples</b>	What makes me a me?  Do we all look the same?  Are all families the same?	What is a celebration?  How and why is Diwali celebrated?  How and why do Christians celebrate the birth of Jesus?	What is an animal?  How are animals adapted to live in very cold or very hot places?	What makes things grow?  How do I grow strong and healthy?	What are toys for?  What toys did your grandparents play with?  How can you make a toy?	What do people want to do when they come on holiday to Hebden Bridge?  What do you like to do on holiday?  How do you feel at the seaside?
<b>Literacy Possible texts</b>						
<b>Phonics Little Wandle</b>	<ul style="list-style-type: none"> <li>• s a t p</li> <li>• i n m d</li> <li>• g o c k</li> <li>• c k e u r</li> <li>• h b f l</li> </ul> <ul style="list-style-type: none"> <li>• Tricky words: is, I, the</li> </ul>	<ul style="list-style-type: none"> <li>• ff ll ss j</li> <li>• v w x y</li> <li>• z zz qu</li> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• ch sh th ng nk</li> </ul> <ul style="list-style-type: none"> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul> <p>Tricky words: as, and, has, his, her, go, no, to into, she, he, of, we, me, be</p>	<ul style="list-style-type: none"> <li>• ai ee igh oa</li> <li>• oo ar or</li> <li>• ur ow oi ear</li> <li>• air er</li> <li>• words with double letters</li> <li>• longer words</li> </ul> <p>Tricky words – was, you, they, my, by, all, are, sure, pure,</p>	<ul style="list-style-type: none"> <li>• Review Phase 3, longer words, including those with double letters</li> <li>• words with two or more digraphs</li> <li>• longer words</li> <li>• words ending in –ing</li> <li>• compound words</li> <li>• longer words</li> <li>• words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end</li> </ul> <p>Tricky words: Review all taught so far Secure spelling</p>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• CVCC</li> <li>• Short vowels</li> <li>• CVCC, CCVC</li> <li>• Short vowels</li> <li>• CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /d/ –er, –est</li> </ul> <p>Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<ul style="list-style-type: none"> <li>• Phase 3 long vowel graphemes with adjacent consonants</li> <li>• CVCC CCVC CCCVC CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /d/ –er, –est</li> <li>• longer words and compound word</li> </ul> <p>Tricky words: Review all taught so far Secure spelling</p>

<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story time Enjoy listening to longer stories and can remember much of what happens	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop social phrases.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Describe events in some detail. Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	<p>Learn new vocabulary using a Word Aware style Approach Use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Use new vocabulary in different contexts Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be</p>					

<b>Maths - WRM - Reception</b>	Just Like Me! It's Me 1, 2, 3! Light and Dark	Alive in 5! Growing 6, 7, 8 Building 9 and 10	To 20 and beyond First, then, now Find my pattern On the Move
<b>Number</b>	Match and sort compare amounts. Representing / comparing / composition of 1,2,3. Representing numbers to 5 One more and less	Introducing zero Comparing Numbers to 10 Composition of numbers 5-10 Number bonds to 5 and then 10 – tens frame, part whole model Counting from 6-10 Combine 2 groups to find a whole	Building Numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Counting to 20 Doubling Sharing and Grouping Even and Odd Deepening Understanding of Patterns and Relationships.
<b>Measure, Shape and Spatial Thinking</b>	Compare size, mass and capacity Exploring Pattern Circles and triangles Positional language Shapes with 4 sides Time	Comparing mass Comparing capacity Length and Height Time 3D Shapes Pattern	Spatial Reasoning <ul style="list-style-type: none"> <li>• match, rotate, manipulate</li> <li>• compose and decompose</li> <li>• visualise and build</li> <li>• mapping</li> </ul>

<b>Understanding the World</b>	<b>Who are we?</b>  Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them.  Compare and contrast characters from stories, including figures from the past.	<b>What do your family do to celebrate?</b>  Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	<b>How can you tell where an animal lives?</b>  Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries Understand the effect of changing seasons on the natural world around them.	<b>How do things grow?</b>  Plant seeds and care for growing plants.  Explore the natural world around them  Understand the key features of the life cycle of a plant and an animal.  Describe what they see hear and feel whilst outside Recognise that people have different beliefs and celebrate special times in different ways.	<b>How do toys move?</b>  Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community.	<b>How many beaches can you find on the map?</b>  Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.
	<p>Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>					

<b>Expressive Arts and Design</b>	<b>What makes a good portrait?</b>  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Develop storylines in their pretend play.	<b>What makes a pattern?</b>  Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<b>How do artists see animals?</b>  Play instruments with increasing control to express their feelings and ideas. Watch and talk about dance and performance art, expressing their feelings and responses.	<b>How many shades of green are there?</b>  Explore colour and colour mixing. Explore and engage in music making and dance, performing Sing in a group or on their own, increasingly matching the pitch and following the melody	<b>How can you make a toy?</b>  Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	<b>How do pictures make us feel?</b>  Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses.
	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>					
<b>Physical Development</b>	Bike rides and pirates themed activities Coordination and static	Space themed activities Static and dynamic balances	Train themed activities Static and dynamic balances	Circus and water ski themed activities Coordination and counterbalance	Circus and the land of beans themed activities sending and receiving agility reaction/ response	Agility – ball chasing, static balance – floor work woodland creatures and animals
	Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use a comfortable grip with good control when holding	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Combine different movements with ease and fluency Develop confidence, competence, precision and

	(scooters, trikes and bikes) and ball skills. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	pens and pencils Revise and refine the fundamental movement skills they have already acquired: Rolling; Crawling; Walking; Jumping; Running; Hopping; Skipping; Climbing.	plank, depending on its length and width. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Develop overall body-strength, balance, co-ordination and agility.	Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: Throwing; Catching; Kicking; Passing; Batting; Aiming.	accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Know and talk about the different factors that support - their overall health and wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes - personal hygiene.</p>						

<b>Personal, Social and Emotional Development (SEAL)</b> <b>RSE in Spring 2 (Reception)</b>	<b>New Beginnings</b> Who am I?	<b>Getting on and falling out</b> How can I be a good friend?	<b>Going for Goals</b> What have I learnt and what do I want to learn next?	<b>Good to be me</b> What do I like about myself?  RSE – Family and Friendships To recognise the importance of friendship To recognise the importance of saying sorry and Forgiveness To recognise that all families are different	<b>Relationships</b> How can I show how I feel?	<b>Changes</b> What am I looking forward to next year?
	See themselves as a valuable individual.	Find solutions to conflicts and rivalries. Express their feelings and consider the feelings of others	Show resilience and perseverance in the face of challenge.	Manage their own needs.	Build constructive and respectful relationships. Think about the perspectives of others.	Identify and moderate their own feelings socially and emotionally.
	Develop their sense of responsibility and membership of a community.					
<b>RE</b> (Calderdale and Kirkstiles Agreed Syllabus)	<b>What makes a good helper and who helps us?</b>	<b>How are special times celebrated? How do people celebrate in Autumn?</b>	<b>Where do we live and who else lives there?</b>	<b>How do we celebrate in Spring?</b>	<b>Who and what is special to us? What are special places to our community?</b>	<b>What can we see in our wonderful world?</b>
<b>Wow Factor</b>	Teddy bear picnic Autumn walk	Diwali Party Christmas party Christmas Fair Christmas Nativity	Chinese New Year celebration cooking and tasting Chinese food Dragon dance performance  Woodland walks Farm / wildlife park visit	Visit an allotment or garden  Let's grow the vegetable nannies- Ben Faulks	Visit to a church (RE curriculum –overview)	Platinum Jubilee Summer picnic / train ride Or visit to the seaside
<b>Famous People</b>	Escher Andy Goldsworthy Frida Kahlo	Wassily Kandinsky	David Attenborough Julia Donaldson Lydia Monks	Gustav Klimt –Van Gogh	Ole Kirk Christiansen Paul Klee Pablo Picasso	Queen Elizabeth 2 <sup>nd</sup> Mary Anning JMW Turner