

EYFS CURRICULUM MAP – Knowledge progression

COMMUNICATION & LANGUAGE (C&L) PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSE) PHYSICAL DEVELOPMENT (PD) LITERACY (L) MATHS (M) UNDERSTANDING THE WORLD (UW) EXPRESSIVE ARTS & DESIGN (EA&D)

EYFS – CYCLE A							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DRIVERS Ongoing		Articulate Aspiration Positive Relationships Respect					
Pathways to write Texts -		The Gingerbread Man (Fiction – retell & labels)	I’m going to eat this ant (Non-Fiction – labels/captions)	Let’s all creep through Crocodile Creek (Fiction – Journeys:retell with story map)	The Journey Home (Fiction – journey story)	The whale who wanted more (Narrative – friendship story)	The sea saw (Fiction – recount)
Text Hook		Flour footprints in the classroom leading to a table with ingredients for making Gingerbread.	Sam’s Safari minibeasts	Toy mouse, rabbit and tortoise (story characters)	Hen visit in school. Pupils enter the classroom and find out that they have had ‘visitors’. trails of different animal footprints around the classroom.	Laminated letter on the floor with drops of water on the top	A precious object.
Writing	3 & 4 yr old	Use some of their print and letter knowledge in their early writing	Use some of their print and letter knowledge in their early writing	Use some of their print and letter knowledge in their early writing Write some or all of their name	Use some of their print and letter knowledge in their early writing. Write some or all of their name	Use some of their print and letter knowledge in their early writing Write some letters accurately	Use some of their print and letter knowledge in their early writing Write some letters accurately
	Reception	- Spell words by identifying the sounds and then writing the sound with letter/s - Form lower-case letters correctly	- Spell words by identifying the sounds and then writing the sound with letter/s - Form lower-case letters correctly - Re-read what they have written to check that it makes sense	Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense	Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
3 & 4 yr old outcomes (Pathways)		To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.	To draw their favourite animal and to say /draw some additional information such as what the animals eats	To draw/make a crocodile and be able to describe some of its features to a familiar adult.	To plan a birthday party and write invitations/ birthday cards	To draw/paint/make a fish individually or in a small group. To beable to contribute orally to a short story about their fish	To sequence images depicting key events in the story and use the images to retell the basic storyline
Reception outcomes (Pathways)		To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.	To label a plan and attempt to write a simple caption	To create a story map of the journey and write labels/captions/sentences describing the crocodile.	To retell/rewrite the story	To rewrite the story	To rewrite the story
Developing Vocabulary (Pathways)		pipng hot scurrying tumbled scampered bleated	wriggling stinging served smothered splattered	journey adventure creep creek shortcut	elements abandoned chaotic/chaos embark enormous	feisty vast stirring plunged quest	beloved tatty perfect pounded tumble

		whirled toppled swirled smirked scrambled cinnamon milk churns barn haystack thistles orchard meadow lane riverbank bakery	simmering scooped speared scrumptious supper ant anteater tongue smoked savoury seared sundried sautéed salami	crooked knobbly gnarly clambered pokey pointy scritchy, scratchy vines chuckled flippy, whippy slimy slippy, slidey gloomy scary, starey pish posh! panic glowed fearsome frightful	guided shudder treacherous teetered blustery hatched hatchling coop sea rooftop chimney gutter city mountain cave	rifled shipwrecks rooted haul bounty amassed lonesome critters bickered	curiously battered company returned replace locket shoals shimmering hitched guide concerned dock harbour
Wider curriculum vocabulary (taken from the Trust progressions document): focus on UW subjects	3 & 4 year olds	Light Melting	Water Grow	Light Melting World Country	Plant Seed Water Grow Light Melting	Floating Sinking	Floating Sinking
	Reception	Buildings Open space	Seasons weather	Woodland	Park Town High street City Buildings Open space		Seasons Weather Beach Woodland Open space
Cross curricular themes (Pathways)		Families Cookery/healthy food Maps Farm	Minibeasts Animals Habitats	Jungle Crocodiles Caves Journeys Habitats	Families Eggs I am unique Farms Maps & routes Cities & Villages Shadows	The ocean Wellbeing Sea Creatures Floating & sinking	Seaside Seas/rivers Transport Toys Special things Family tree
Other annual experiences Ongoing: Seasons			Panto Christmas celebrations Bonfire Night Remembrance Day	Valentines day	Mother's day Easter	Visit to The Deep	Father's day
Additional texts (Pathways)		Rosie's Walk A great big cuddle Biscuit Bear	Flashlight Guess who's in the tree, grass, sand	Find me a tiger All aboard the Bobo Road The Gruffalo Alfie's feet The selfish Crocodile	A great big cuddle Hattie Peck Home The way back home	The Rainbow Fish A house for Hermit crab Commotion in the ocean	That robot belongs to Emily Brown The teddy bear robber Where's my teddy Under the same sky
Phonics		SEE LITTLE WANDLE					
Reading		SEE LITTLE WANDLE					
Story time texts Combination of:	Nursery	Rosie's Walk (P) Three Little Pigs	Betsy Buglove saves the Bees So much	Gingerbread Man The bear & her book	Arlo the lion who couldn't sleep Fair shares	The Rainbow Fish (P) In my Heart	Where's my teddy (P) Goldilocks & the three bears

-‘Top 100 recommended reads’ -Pathways additional texts -Traditional tales	Reception	The day the banana went mad Pumpkin soup	The Squirrels who squabbled 3 Billy Goats Gruff	King of the swamp Jack and the beanstalk	A great big cuddle The litte red Hen	Barbara throws a Wobbler You can’t take an elephant on the bus	The forgettery Handa’s surprise
Comm & Lang	3 & 4 year olds	- Know many rhymes - Use a wider range of vocabulary - Can start a conversation with an adult or a friend	- Enjoy listening to longer stories - Use longer sentences of four to six words - Know many rhymes - Use a wider range of vocabulary - Can start a conversation with - To be able to pay attention to more than one thing, which can be difficult.an adult or a friend.	- Know many rhymes, be able to talk about familiar books - Can start a conversation with an adult or a friend and continue it for many turns	- Enjoy listening to longer stories and can remember much of what happens - Develop their communication (irregular tenses and plurals) - Sing a large repertoire of songs (check unit for opportunities)	- Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Understand ‘why’ questions - 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 - Understand a question or instruction that has two parts - Use talk to organise themselves and their play	- Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Understand ‘why’ questions - 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 - Understand a question or instruction that has two parts - Use talk to organise themselves and their play
	Reception	- Engage in storytimes - Understand how to listen carefully and why listening is important - Learn new vocabulary - Develop social phrases - Engage in non-fiction books	- Listen to and talk about stories to build familiarity and understanding - Understand how to listen carefully and why listening is important - Learn new vocabulary - Engage in storytimes - Engage in non-fiction books	- Use new vocabulary through the day - Articulate their ideas and thoughts - 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	- Use new vocabulary through the day. - Articulate their ideas and thoughts in well-formed sentences - Describe events in some detail - Listen to and talk about stories to build familiarity and understanding. - Connect one idea or action to another using a range of connectives - Learn rhymes, poems and songs (add to unit)	- Articulate their ideas and thoughts in well-formed sentences - Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them - Use talk to help work out problems and organise thinking and activities - Explain how things work and why they might happen - Connect one idea or action to another using a range of connectives - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	- Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them - Connect one idea or action to another using a range of connectives - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
MATHS	3 & 4 year olds Mastering Number	Colours Matching Sorting 1,2,3 Shape Number rhymes Term 2: 1,2,3,4,5 once I caught a fish alive		3,4,5 Subitising Counting Numerals Height & length (tall/short/long) Mass (small / medium) Capacity (full/ empty/half full) Number rhymes 1 potato, 2 potato... in my little garden 5 little monkeys jumping on the bed		More than/fewer than One more/less 2D shape 3D shape Number composition Night & Day Positional language Number rhymes Term 5: 5 little ducks went swimming one day Term 6: revise all taught number rhymes	

	Reception Powermaths Mastering Number	Maths Mastery - weeks 1-5 Power Maths Unit 3 shape 2D & 3D Number rhymes 5 current buns	Maths Mastery - weeks 6-10 Power maths Unit 13 exploring pattern Number rhymes 5 little peas in a peapod pressed (WK 6)	Maths Mastery - weeks 11-15 Power Maths Unit 6 space (positional language) Number rhymes 5 little speckled frogs (Wk 13)	Maths Mastery - weeks 16-20 Power Maths Unit 18 measures Number rhymes 5 little men in a flying saucer (Wk 14)	Maths Mastery - Weeks 21-25 Power Maths unit 16 numerical pattern (linked to doubles) Number rhymes There were 10 in the bed	Maths Mastery - weeks 26 + revision Power Maths Unit 17 Shape composing Number rhymes Revise all taught number rhymes
PSED	3 & 4 year olds	- To be able to make healthy choices about food, drink, activities & tooth brushing - Be be increasingly independent in meeting their own care needs	- Talk about their feelings using words like happy, sad, angry or worried - Be be increasingly independent in meeting their own care needs.	- Talk about their feelings using words like happy, sad, angry or worried - Understand gradually how others might be feeling - Play with one or more other children, extending and elaborating play ideas	- Be be increasingly independent in meeting their own care needs - Show more confidence in new social situations - Talk about their feelings using words like happy, sad, angry or worried	- Talk about their feelings using words like happy, sad, angry or worried - Understand gradually how others might be feeling	- Talk about their feelings using words like happy, sad, angry or worried - Understand gradually how others might be feeling
	Reception	- Be able to manage their own needs, personal hygiene - To know and talk about the different factors that support their overall health and wellbeing	- Be able to manage their own needs, personal hygiene - Express their feelings and consider the feelings of others	Express their feelings and consider the feelings of others	- Build constructive and respectful relationships - See themselves as a valuable individual - Express their feelings and consider the feelings of others	- Build constructive and respectful relationships - Express their feelings and consider the feelings of others - To think about the perspectives of others	- To think about the perspectives of others - Show resilience and perseverance in the face of challenge
PSHE SCHEME: 1Decision		NSPCC - PANTS rule One decision: Read to me stories - Orange brushes her teeth - Pink misses mummy - Pink goes to school - Red needs the toilet - Blues indoor voice - Red visits the dentist - Green's greens	Anti Bullying One decision: read to me stories - Pink feels sad - Orange feels worried - Yellows bed time - Orange sleeps over - Pinks screen time - Rainbow helps at home - Yellow learns about germs	NSPCC - PANTS rule One decision: read to me stories - Yellow play fights - Pink has a new brother (adoption) - Blues best friend - Why does Purple play differently? - Blue learns to share - Yellow wants to play with orange - Orange helps out	Road Safety Stranger Danger One decision: read to me stories - Blue gets lost (stranger danger) - Blue explores road safety - Yellow goes on holiday - Rainbows day out - Purple the passenger - Purple watches the news	NSPCC - PANTS rule One decision: read to me stories - Green is moving up a year - Red's hearing aid - Green gets glasses - Red's nut allergy - Rainbows food journey (culture of world foods) - Rainbow feels angry	Attitudes towards People who help us One decision: read to me stories - Green's daddy moves out - Purple's pet bird - Green stays in hospital - Purple is poorly - Orange moves house
PSHE	Ongoing: 3 & 4 year olds	To be able to: - Become more outgoing with unfamiliar people in the safe context of their setting - Show more confidence in new social situations - Be increasingly independent in meeting their own care needs - Play with one or more other children, extending and elaborating play ideas - Find solutions to conflicts and rivalries - Increasingly follow rules and know why they are important - Remember rules without needing an adult to remind them - Develop appropriate ways of being assertive - Talk to others to solve conflict					

		- Develop their sense of responsibility and membership of a community - Select and use activities and resources with help when needed					
	Ongoing: Reception	To be able to: - See themselves as a valuable individual - Identify and moderate their own feelings, socially and emotionally					
UW	3 & 4 year olds	- To be able to talk about what they see using a wide vocabulary (Sc) - To be able to talk about the differences between materials and changes they notice (Sc)	- Understand the key features of the life cycle of an animal (Sc) - Begin to understand the need to respect and care for the natural environment and all living things (Sc)	- Understand the key features of the life cycle of an animal (Sc) - Explore collections of materials with similar and/or different properties. (Sc) - To be able to talk about the differences between materials and changes they notice (Sc) - To be able to know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Geog)	- To be able to plant seeds and care for growing plants (Sc) - To be able to understand the key features of the life cycle of a plant (Sc) - To be able to explore and talk about different forces they can feel. (Sc) - To be able to talk about the differences between materials and changes they notice (Sc)	- To use their senses in hands on exploration of natural materials (Sc) - Begin to understand the need to respect and care for the natural environment and all living things (Sc) - To be able to explore and talk about different forces they can feel. (Sc)	- To be able to make sense of their life story and families history (Hist) - To be able to explore and talk about different forces they can feel. (Sc) - To be able to know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Geog)
	Reception	- To be able to describe what they see, hear and feel whilst outside. (Sc) - To be able to draw information from a simple map (Geog)	- Be able to explore the natural world around them. (Sc) - Be able to understand the effect of changing seasons on the natural world around them (Sc)	- Be able to recognise some environments that are different to the one in which they live (Geog) - To be able to recognise some similarities and differences between life in this country and life in other countries (Geog)	- To be able to talk about members of their immediate family and their community (Hist) - Be able to recognise some environments that are different to the one in which they live (Geog) - To be able to draw information from a simple map (Geog)	- Be able to explore the natural world around them. (Sc) - To be able to draw out common themes from stories such as bravery, difficult choices and kindness. (Hist)	- To be able to talk about members of their immediate family and their community (Hist) - To comment on images of familiar situations in the past ie: school, home, transport (Hist) - Be able to use pictures, stories, artefacts and accounts from the past explaining similarities and differences. (Hist) - Be able to understand the effect of changing seasons on the natural world around them (Sc) - Be able to recognise some environments that are different to the one in which they live (Geog)
EAD	3 & 4 year olds	- To be able to explore different materials freely to develop their ideas about to use them & what to make - To be able to draw with increasing complexity and detail such as respresenting a face with a circle and including details.	- To be able to explore different materials freely to develop their ideas about to use them & what to make	To be able to explore different materials freely to develop their ideas about to use them & what to make	- To be able to explore different materials freely to develop their ideas about to use them & what to make - To be able to draw with increasing complexity and detail such as respresenting a face with a circle and including details.(Art)	- To be able to show different emotions in their drawings and paintings like happiness, sadness, fear. - To be able to notice the features of artists work across times and cultures.	- To be able to draw with increasing complexity and detail such as respresenting a face with a circle and including details.(Art) - Be able to explore how things work ie: mechanical toys (DT) - Be able to use drawing to respresent ideas like

							movement and loud noises (Art)
	Reception	- Use a range of tools competently, safely and confidently. - To be able to use different techniques for joining materials.	Use a range of tools competently, safely and confidently.	- Use a range of tools competently, safely and confidently. - Be able to explore, use and refine a variety of artistic effects to express their ideas and feelings. (Art)	- To be able to compare and contrast characters from stories including figures from the past. - To be able to use different techniques for joining materials. - Use a range of tools competently, safely and confidently. - To be able to create collaboratively sharing ideas, resources and skills (Art)	- Use a range of tools competently, safely and confidently. - Be able to explore, use and refine a variety of artistic effects to express their ideas and feelings. (Art) - Be able to describe features in the natural world (Art)	- Use a range of tools competently, safely and confidently. - To be able to create collaboratively sharing ideas, resources and skills (Art) - To be able to use different techniques for joining materials.
	Ongoing: 3 & 4 year olds	- Be able to use a comfortable grip with good control when holding pens and pencils. - Use one handed tools and equipment eg: making snips in paper with scissors. (PD) - Be able to create closed shapes with continuous lines and begin to use these shapes to represent objects. - Be able to explore colour and colour mixing to be able to use large muscle movements to paint and make marks.					
	Ongoing: Reception	- To be able to turn to and build on previous learning refining ideas and developing their ability to represent them. - Be able to safely use and explore a variety of materials, tools and techniques with care and precision. - Be able to knives, forks and spoons competently.					
PD	Ongoing: 3 & 4 year olds	- Start eating independently and start learning how to use a knife and fork - Show a preference for a dominant hand - Be increasingly independent as they get dressed and undressed eg: coats and zips.					
	Ongoing: Reception	- Develop the foundations of a handwriting style which is fast, accurate and efficient. - Develop their small motor skills so that they can use a range of tools, competently, safely and confidently.					
PE		SEE PE OVERVIEW FROM LIVE & LEARN SPORTS					
Music SCHEME: Music Express		Special people Beat & tempo	Growth and change Loud and quiet	Moving patterns Structure	Working world Texture	Going places High and low	Our senses Timbre
3 & 4 year olds		To be able to listen with increased attention to sounds.	To be able to play instruments with increasing control to express their feelings and ideas.	To be able to sing the melodic shape of familiar songs.	- To be able to remember and sing entire songs. - To be able to pitch match the tone of another person.	To be able to respond to what they have heard, expressing their thoughts and feelings.	To be able to create their own songs or improvise a song around one they know.
Reception		To be able to express their feelings and emotions in response to a live performance	To be able to explore and engage in music making performing solo or in groups.	To be able to explore and engage in music making performing solo or in groups.	- To be able to sing in a group or on their own, increasingly matching the pitch and following the melody. - To be able to explore and engage in music making performing solo or in groups.	To be able to listen attentively, move to and talk about music, expressing their feelings and responses.	To be able to create their own music