

Saint Mary's Catholic Voluntary Academy

Gladstone Street, Glossop, Derbyshire, SK13 8NE

2020/21 CURRICULUM MAP - EYFS

The Early Years Foundation Stage (EYFS) curriculum is outlined by 'Development Matters' and children are expected to at least meet the Early Years Learning Goals. Although we work towards these Goals in a play based curriculum we also have to prepare our children for the next step of working on the National Curriculum in Year 1. With this in mind, like in Year 1 and the rest of the school, we use quality texts to inspire the children and plan for specific curriculum coverage to drive their learning forward. But the marvellous thing about very young children is that they bring their own interests and we adjust our topics and timings to fit with their interests and often use these as a hook to plan for their learning. The outdoor area is also a great place for our children to explore their own interests and for us as practitioners to respond in the moment.

Term	Advent Term 1	Advent Term 2	Lent Term 1	Lent Term 2	Pentecost Term 1	Pentecost Term 2
Whole Class Driver Characteristics of effective learning but with a particular focus each half term	Willing to have a go	Finding out and exploring	Having their own ideas. Playing with what they know	Keeping trying Being involved and concentrating	Enjoying achieving what they set out to do	Making links Choosing ways to do things
Topic / Theme	Me and the World around me (Mini Starter first week topic – Marvellous Me – used for Baseline)	Fantastic Festivals	People who help us	Spring has sprung	Animals and their Babies	Terrific Transport



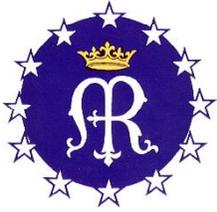
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Focus Question	What's down my street?	What do we celebrate and why?	Who helped us then and who helps us now?	What grows in my garden?	What came first, the chicken or the egg?	Where will we go?
Role Play Focus Starting point	The Home	Owl Tree	Police Station	Greengrocers / A Farm	The Vets	The Beach

<p>Personal, Social and Emotional Development</p>	<p>Managing relationships- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p>Initiates conversations attend to and takes account of what others say</p> <p>Self-confidence and self-awareness-</p>	<p>Managing relationships- Initiates conversations, attends to and takes account of what others say</p> <p>Self-confidence and self-awareness- Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Managing relationships- Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>Managing feelings and behaviour- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when</p>	<p>Managing relationships- Takes steps to resolve conflicts with other children e.g. finding compromise</p> <p>Self-confidence and self-awareness- Can describe self in positive terms and talk about abilities</p> <p>Managing feelings and behaviour- Beginning to be able to negotiate and solve problems without</p>	<p>Managing relationships- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children</p> <p>Self-confidence and self-awareness- They say when they do or don't need help.</p> <p>Managing feelings and behaviour- Children talk about how they and others</p>	<p>Managing relationships- Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>Self-confidence and self-awareness- They are confident to speak in a familiar group, will talk about their own ideas and will choose the</p>
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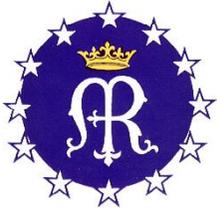


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	<p>Is more outgoing to unfamiliar people and more confident in new social situations</p> <p>Confident to talk to other children when playing and will communicate freely about home and community</p> <p><u>Managing feelings and behaviour-</u> Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>		<p>they realise they have upset them.</p>	<p>aggression e.g when someone has taken their toy.</p>	<p>show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable</p> <p>They work as part of a group or class and understand and follow the rules.</p>	<p>resources they need for their chosen activities.</p> <p>Children are confident to try new activities and say why they like some activities more than others.</p> <p><u>Managing feelings and behaviour-</u> They adjust their behaviour to different situations and take changes of routine in their stride.</p>
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<p>Communication and Language</p>	<p><u>Listening and Attention-</u> Listens to others one to one in small groups when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focuses attention- still listen or do but can shift own attention</p> <p>Is able to follow directions (if not intently focused on own choice of activity)</p> <p><u>Understanding-</u> responds to simple</p>	<p><u>Listening and Attention-</u> Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play</p>	<p><u>Listening and Attention-</u> Maintains attention, concentrates and sits quietly during appropriate activity Listens and responds to ideas expressed by others in conversation or discussion. Links statements and sticks to a main theme or intention.</p>	<p><u>Listening and Attention-</u> Two-channelled attention – can listen and do for short span. Able to follow a story without pictures or props. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p><u>Listening and Attention-</u> They listen to stories accurately, anticipating key events and respond to what they hear with relevant comments or actions.</p> <p><u>Understanding-</u> children follow instructions involving several own ideas or actions.</p> <p><u>Speaking-</u> children express themselves effectively showing awareness of the listeners' needs They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Listening and Attention-</u> Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately while engaged in another activity.</p> <p><u>Speaking-</u> They use past and present and future forms accurately when talking about events that have happened or are to happen in the future.</p>
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	<p>instructions e.g. to get or put an object away</p> <p>Beginning to understand why and how questions.</p> <p>Speaking- Uses talk in pretending that objects stand for something else in play e.g this is my castle.</p>	situations.				
Physical development	<p>Moving and handling- Uses one handed equipment e/g makes snips in paper with child scissors</p> <p>Holds pencil near the point, between first two fingers and thumb and uses it with good control.</p>	<p>Moving and handling- Jumps off an object and lands appropriately</p> <p>Negotiates safe successfully when playing racing and chasing games with other children.</p>	<p>Moving and handling- Travels with confidence and skill around under and over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, catching, throwing, catching or kicking it.</p>	<p>Moving and handling- Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>Moving and handling- Children show good control coordination in large and small movements</p> <p>They move confidently in a range of ways, safely, negotiating space.</p> <p>They handle equipment and tools</p>	<p>Moving and handling- Children show good control coordination in large and small movements</p> <p>Children show the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p>



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	<p>Can copy some letters e.g. letters from their name.</p> <p>Experiments with diff ways of moving</p> <p><u>Health and self-care-</u> Dresses with help e.g. puts arm into open fronted coat or shirt when held up pulls up own trousers and pulls up zipper ones it is fastened at the bottom</p> <p>Usually dry and clean during the day</p>	<p>Adjusts speed or change direction to avoid obstacles</p> <p>Uses simple tools to effect changes to materials</p> <p>Shows a preference for a dominant hand</p> <p>Begins to form recognisable letters</p> <p><u>Health and self-care-</u> Shows some understanding that good practices with regard to exercise</p> <p>Eating sleeping and hygiene can contribute to good health.</p>	<p>Begins to use anti-clockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters</p>	<p><u>Health and self-care-</u> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Practises some appropriate safety measures without direct supervision</p>	<p>effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p>	<p><u>Health and self-care-</u> They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently</p>
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<p>Quality Texts English</p> <p>* Main text</p>	<p>Where's My Teddy?*</p> <p>We're Going on a Bear Hunt</p> <p>Tiger Who Came for Tea</p>	<p>Owl Babies*</p> <p>Whatever Next?</p> <p>Goodnight Moon</p>	<p>Supertato*</p> <p>The Very Hungry Caterpillar*</p> <p>Planting a Rainbow</p>	<p>Titch</p> <p>Dear Zoo*</p> <p>A Squash and a Squeeze</p>	<p>Polar Bear Polar Bear</p> <p>Handa's Surprise</p>	<p>The Naughty Bus*</p> <p>Train Ride</p>
<p>Phonics</p>	<p>Baseline Assessment of phonological awareness</p> <p>Letters and Sounds - Start of Phase 2- s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h and Phase 2 tricky words.</p> <p>Letter formation</p>	<p>Phase 2</p> <p>f, b, l, j, v, w, x, y, z, qu, ll, ss, ff, zz</p> <p>All phase 2 words</p> <p>Start phase 3 tricky words.</p> <p>Letter formation</p>	<p>Phase 3</p> <p>Consonant and vowel digraphs</p> <p>All Phase 3 words</p> <p>Learn letter names.</p> <p>Letter formation</p>		<p>Phase 4</p> <p>All phase 4 words</p> <p>Read and write CCVC, CVCC words and polysyllabic words.</p> <p>Letter formation</p>	<p>Phase 4</p> <p>The children learn to read and spell words containing adjacent consonants o Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.</p> <p>Letter formation</p>



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<p>Literacy</p>	<p>Reading- Suggests how the story might end Listens to stories with increasing attention and recall. Describes main story settings, main events and principal characters Looks at books independently Handles books carefully Holds books the correct way up and turns pages Knows that print carries meaning and in English is read from left to right and from top to bottom Hears and says the initial sounds in words</p>	<p>Reading - Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences</p> <p>Writing- Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and</p>	<p>Reading- Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers.</p> <p>Writing- Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning,</p>	<p>Reading- Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Links sounds to letters, naming and sounding the letters of the alphabet Attempts to write short sentences in meaningful contexts.</p> <p>Writing- Links sounds to letters, naming and</p>	<p>Reading- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some</p>	<p>Reading- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand</p>
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	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Links sounds to letters, naming and sounding letters of the alphabet</p> <p>Writing – Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to</p>	<p>sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>sounding the letters of the alphabet</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>They answer how and why questions about their experiences and in response to stories or events.</p>	<p>unfamiliar vocabulary</p> <p>They can describe the main events in the simple stories they have read.</p> <p>Writing- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>
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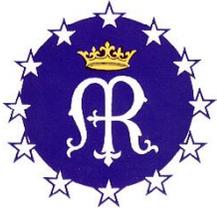
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	<p>break the flow of speech into words</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters.</p>					
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<p>Maths</p>	<p>At Saint Mary's we have taken a whole school approach to math and are in our first year of using a new scheme of work called Power Maths. Power Maths uses growth mindset characters to prompt, encourage and question children. They spark curiosity, engage reasoning, secure understanding and deepen learning for all.</p>					
	<p>Numbers to 5 Sorting</p>	<p>Comparing groups within 5 Change within 5 Time</p>	<p>Number bonds to 5 Numbers to 10 Comparing numbers to 10</p>	<p>Addition to 10 Number bonds to 10 Shape and space</p>	<p>Exploring patterns Counting and counting back Numbers to 20</p>	<p>Numerical patterns Measure</p>
<p>Understanding the World</p>	<p><u>People and Communities-</u> Knows some of the things that make them unique and can talk about some of the similarities in relation to friends or family Recognises and describes special times or events or friends</p>	<p><u>People and Communities-</u> Enjoys joining in with family customs and routines <u>Technology-</u> Completes a simple program on a computer.</p>	<p><u>The World-</u> Looks closely at similarities, differences and change <u>Technology-</u> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><u>People and Communities-</u> They know about similarities and differences between themselves and others and among families, communities and traditions. Looks closely at similarities, differences and change</p>	<p><u>People and Communities-</u> Children talk about past and present events in their own lives and in the lives of family members. <u>The World-</u> Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of</p>	<p><u>People and Communities-</u> They know that other children don't always enjoy the same things are sensitive to this. <u>The World-</u> They talk about the features of their own immediate environment and how environments might vary from one to another.</p>



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	<p><u>The World-</u> Talks about why things happen and how things work.</p> <p><u>Technology-</u> Knows that info can be retrieved from computers.</p>				<p>animals and plants and explain why some things occur and talk about changes.</p> <p><u>Technology-</u> Children recognise that a range of technology is used in places such as homes and schools.</p>	
Expressive Arts and Design	<p><u>Exploring and using media and materials-</u> Joins construction pieces tog to build and balance</p> <p>Realises tools can be used for a purpose</p> <p>Explores and learns how sounds can be changed</p>	<p><u>Exploring and using media and materials-</u> To begins to build a repertoire of songs and dances</p> <p>Explores what happens when they mix colours</p> <p>Understands that different media can be combined to create new effects</p>	<p><u>Exploring and using media and materials-</u> Experiments to create different textures</p> <p>Manipulates materials to achieve a planned effect</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Uses simple tools and techniques</p>	<p><u>Exploring and using media and materials-</u> Selects appropriate resources and adapts work where necessary</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Being imaginative-</u> Plays co-operatively as part of a group to</p>	<p><u>Exploring and using media and materials-</u> Children sing songs, make music and dance and experiment with ways of changing them</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.</p>	<p><u>Exploring and using media and materials-</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>They represent their own ideas, thoughts and feelings through design and technology,</p>

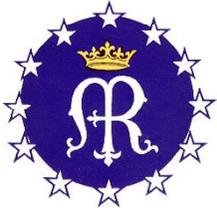


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	<p>Explores colour and how colours can be changed</p> <p><u>Being imaginative-</u> Builds stories around toys e.g farm animals needing rescue from an armchair cliff</p> <p>Uses resources to create props to support role play</p> <p>Captures experiences and responses with a range of media such as music, dance and paint and other materials or words.</p>	<p><u>Being imaginative-</u> Create simple representations of events, people and objects</p> <p>Chooses particular colours to use for a purpose</p> <p>Introduces a storyline or narrative into their play</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>competently and appropriately</p> <p><u>Being imaginative-</u> Initiates new combinations of movement and gesture in order to express and respond to feelings ideas and experiences</p> <p>Introduces a storyline or narrative into their play.</p>	<p>develop and act out a narrative.</p>		<p>art, music, dance, role play and stories.</p>
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<p>Religious Education</p> <p>*Big question</p>	<p><u>Myself and Welcome</u></p> <p>Why am I precious?*</p> <p>(RE Baseline to be completed)</p>	<p><u>Welcome and Birthday</u></p> <p>Why is welcome important?*</p> <p>Why do we celebrate birthdays?*</p>	<p><u>Celebrating and Gathering</u></p> <p>What and why do people celebrate?*</p> <p>Why do people gather together?*</p>	<p><u>Gathering and Growing</u></p> <p>How and why do things grow?*</p>	<p><u>Good News</u></p> <p>What is good news?*</p>	<p><u>Friends and Our World</u></p> <p>Is it good to have friends?*</p> <p>What makes our world so wonderful?*</p>
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