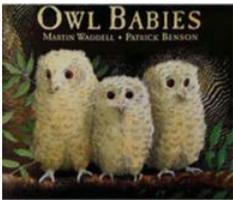
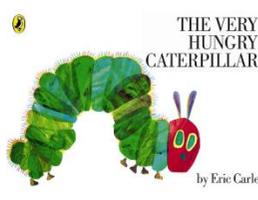


CARCLAZE COMMUNITY PRIMARY SCHOOL

EYFS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What makes me special?	Where will your journey lead?	What happens in the winter?	Are we all storytellers?	Where does food come from?	What does summer bring?
Novel Study	 Owl Babies	 We're Going on a Bear Hunt	 Bear Snores On	 The Little Red Hen	 Handa's Surprise	 The Very Hungry Caterpillar
Theme	Families PSED The Body Family History (UW/Science, History) Visitor: Owl Sanctuary	Woodland Animals Maps Journeys/Adventures (UW/ Geography) Visitor: performance guests	Winter Animals and Hibernation Weather Environments (UW/Science, Geography) Visitor: Job Roles (Police etc.)	Traditional Tales History of farming, shops, mills (UW/History) Visitor: Library and baker	Growing Healthy Foods (UW/Science, Geography) Visitor: Farmer/shopkeeper	Minibeasts Summer Season Growing and Changing Local area (UW/Science) Visitor: Bee keeper
Literacy	<p>Comprehension:</p> <ul style="list-style-type: none"> -Understand and talk about key events in the story -Retell the story -Use new vocabulary <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc introduction and first 16 sounds -explore a range of fiction and non-fiction texts -Recognising familiar letters -Oral blending games <p>Writing:</p> <ul style="list-style-type: none"> Read Write Inc Mark making opportunities Writing about ourselves and families / name writing <p style="text-align: center;">Key Texts: Owl Babies</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> -Understand and talk about key events in the story -Retell the story -Use prepositional language from the story <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc -Read simple words and labels -Oral and written sound blending games <p>Writing:</p> <ul style="list-style-type: none"> Read Write Inc Initial sounds, simple CVC words, listening for and representing sounds Bear hunt writing, bear and environment descriptions. Listening carefully for the sounds needed. 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Understand the story sequence -retell the story -Use vocabulary from the story in natural speech -Anticipate key events and discuss them -Explore winter poems and rhyme <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc -Read simple captions and sentences <p>Writing</p> <ul style="list-style-type: none"> Read Write Inc Write simple phrases. Using Fred Fingers to record all sounds needed within words to form simple sentences. <p style="text-align: center;">Key Texts: Bear Snores On</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Understand the story sequence -Use questions to find out more morally and with clues from the text. - retell a range of familiar traditional stories and narratives using their own words -Together find familiar themes <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc -Read simple sentences and stories <p>Writing:</p> <ul style="list-style-type: none"> Read Write Inc Write simple sentences Instructions writing, setting and character descriptions in sentences and speech bubbles. 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Discuss character and setting -Understand the story sequence -retell the story -use vocabulary from the story in natural speech -Anticipate and discuss key events -Make comparisons with Handa's Hen <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc -Read simple sentences and texts <p>Writing:</p> <ul style="list-style-type: none"> Read Write Inc Write simple sentences about characters and settings. Record non-fiction information sentences about 	<p>Comprehension:</p> <ul style="list-style-type: none"> - Use and understand recently introduced vocabulary -Recreate the story -Predict and discuss key events within the story -Discuss and compare non-fiction and fictional texts and their purpose <p>Word Reading:</p> <ul style="list-style-type: none"> -Read Write Inc -Read simple sentences, books and non-fiction texts -reading personal work <p>Writing:</p> <ul style="list-style-type: none"> Read Write Inc Write more complex sentences. Stories. Mini beast information pages, outdoor sense poems and describing with adjectives. Labels and captions. Invitations and posters.



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	Non-fiction Owl books	Key Texts: We're Going on a Bear Hunt Atlas	Winter Poems	Using capital letters, finger spaces and full stops. Key Texts: The Little Red Hen Non-Fiction Farm Books	African animals using all key features of a sentence. Key Texts: Handa's Surprise Non-fiction Africa books	Key Texts: The Very Hungry Caterpillar Minibeast Poems
Mathematics	<p>Number: White Rose: -Getting to know you maths and Just like me! It's me 1, 2, 3! -Match and sort Compare amounts. -Representing, comparing and composition of 1, 2, 3. NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5. -Compare sets of objects and use the language of comparison.</p> <p>Numerical Patterns: Compare size, mass and capacity. Exploring patterns.</p> <p style="text-align: center;">Key Texts: One Fox How to Count to One (And don't even THINK about bigger numbers!) Pattern Fish</p>	<p>Number: White Rose: -It's me 1, 2, 3! -Representing, comparing and composition of 1, 2, 3. -Light and dark -Representing numbers to 5. -One more and less. NCETM: -Develop subitising and counting skills and explore the composition of numbers within 5. -Compare sets of objects and use the language of comparison.</p> <p>Numerical Patterns: Circles and triangles, positional language. Shapes with 4 sides. Time.</p> <p style="text-align: center;">Key Texts: The Perfect Fit Triangle One More Try</p>	<p>Number: White Rose: -Alive in 5! -Introducing zero -Comparing numbers to 5 composition of 4 and 5 -Growing 6,7,8 6,7,8, -Making pairs -Combining 2 groups NCETM: -Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. -Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. -Begin to connect quantities to numerals.</p> <p>Numerical Patterns: Compare mass Compare capacity Length and height Time</p> <p style="text-align: center;">Key Texts: Six Dinner Sid The Very Hungry Caterpillar 10 Black Dots</p>	<p>Number: White Rose: -Growing 6,7,8 6,7,8, -Making pairs -Combining 2 groups -Building 9 and 10 9 and 10 -Comparing numbers to 10 Bonds to 10 NCETM: -Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. -Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. -Begin to connect quantities to numerals.</p> <p>Numerical Patterns: Length and height Time 3D shape Pattern</p> <p style="text-align: center;">Key Texts: Jack and the Beanstalk 10 Delicious Teachers</p>	<p>Number: White Rose: -To 20 and beyond -Building numbers and counting patterns beyond 10 -Numerical Patterns -Automatic recall Number Bonds -First then and now -Adding more and taking away NCETM: -Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. -Develop a secure knowledge of number facts through varied practice.</p> <p>Numerical Patterns: Spatial reasoning 1 Match, rotate, manipulate Spatial reasoning 2 Compose and decompose</p> <p style="text-align: center;">Key Texts: Eat Your Peas How Big is a Million? We All Went on Safari</p>	<p>Number: White Rose: -My pattern -Doubling, sharing and grouping. -Even and odd -- the move Deepening understanding -Patterns and relationships NCETM: -Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. -Develop a secure knowledge of number facts through varied practice.</p> <p>Numerical Patterns: Spatial reasoning 3 Visualise and build Spatial reasoning 4 mapping</p> <p style="text-align: center;">Key Texts: 10 Seeds How Many Legs?</p>
Communication and Language	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Listen attentively -Respond to what they hear -Understand questions -Small group interactions -Magnet eyes</p>	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Make comments -Ask questions -Hold conversations -Magnet eyes</p>	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Ask questions -Hold conversations and engage -Whole body listening</p> <p style="text-align: center;">Speaking:</p>	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Hold conversations with exchanges back and forth. -Ask questions -Whole body listening</p>	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Ask questions to clarify their understanding</p> <p style="text-align: center;">Speaking: -Plan, Do and Review cycles</p>	<p>Listening, Attention and Understanding: -Plan, Do and Review cycles -Making comments and asking questions to clarify</p> <p style="text-align: center;">Speaking: -Plan, Do and Review cycles</p>



CARCLAZE COMMUNITY PRIMARY SCHOOL EYFS Curriculum Map

	<p>Speaking:</p> <ul style="list-style-type: none"> -Plan, Do and Review cycles -Use key vocab, express ideas and feelings. -Hold conversations. -Small group and partner talk -Learn songs and rhymes <p>Key Texts: Say Zoop!</p>	<p>Speaking:</p> <ul style="list-style-type: none"> -Plan, Do and Review cycles -Learn and use key vocab -Express ideas and feelings. -Connect ideas. -talk partners. -Odd one out discussions. <p>Key Texts: Journey</p>	<ul style="list-style-type: none"> -Plan, Do and Review cycles -Learn and use key vocab -Offer different and alternative explanations. -Describe events -Learn poems about winter -Ask questions -Give reasons for choices. -Oracy games <p>Key Texts: Am I yours?</p>	<p>Speaking:</p> <ul style="list-style-type: none"> -Plan, Do and Review cycles -Learn and use key vocab -Offer different and alternative explanations. -Describe events -Using past/present/future tense. -Ask questions -Give reasons for choices. -Oracy games <p>Key Texts: Penguin</p>	<ul style="list-style-type: none"> -Using key vocab, offering explanations. -Describe events. -Using past/present/future tense. -Making use of conjunctions. -Ask considered questions -Play oracy games <p>Key Texts: The Odd One Out by Britta Teckentrup</p>	<ul style="list-style-type: none"> -Use key vocab, offering explanations. Describe events -Using past, present and future tense. -Making use of conjunctions. -Ask considered questions -Play oracy games <p>Key Texts: Hank Finds an Egg</p>
Understanding the World	<p>Past and Present:</p> <ul style="list-style-type: none"> -Talk about families. -Compare their life, changes when growing. <p>The World, People and Communities:</p> <p>Describe environments in school and locally.</p> <p>Being Special - Where do we belong Harvest Festivals</p> <p>The Natural World:</p> <p>Owls and habitats observations, use of book. Seasons. Differences between ourselves hair/ eye colour. Our body</p> <p>Key Texts: The Family Book A Handful of Buttons</p>	<p>Past and Present:</p> <p>Where we live? Use map. Places we like to visit. People that help us. All about me, photos and objects comparing when little. Pictures of Picnics and days out now and then.</p> <p>The World, People and Communities:</p> <p>Christmas in different communities and religions in this country.</p> <p>The Nativity story and it's importance to Christians.</p> <p>Learn about Diwali- the festival of lights and how Hinduism celebrates Diwali.</p> <p>The Natural World:</p> <p>Compare and describe environments, own experiences and book. Signs of Autumn walk and changes. Exploring all their senses.</p> <p>Key Texts: Martha Maps it Out Rosie's Walk</p>	<p>Past and Present:</p> <p>Learn about the passing of time as part of seasonal change within the year. Children reflect on their past memories of snow, winter etc.</p> <p>The World, People and Communities:</p> <p>Different cultures celebrations and special times: Chinese New Year</p> <p>The Natural World:</p> <p>Hibernation and seasonal change</p> <p>Key Texts: (hibernation theme)</p> <p>Key Texts: The Leaf Thief The Magic Paintbrush</p>	<p>Past and Present:</p> <p>-discuss similarities and differences between things in the past and now (the home, playground games, technology etc.)</p> <ul style="list-style-type: none"> - Compare farming and food production – past and present. -St.Piran's day and pasties <p>The World, People and Communities:</p> <p>The resurrection of Jesus Christ and eggs at Easter time. Different religious cultures and communities.</p> <p>St.Piran's Day and Cornish celebration</p> <p>The Natural World:</p> <ul style="list-style-type: none"> -Change- flour, wheat, change of state, popcorn, cooking. Bread making scones -Environments and signs of Spring <p>Seasons pin</p> <p>Key Texts: (old things) The Toy Museum Rosie' Hat</p>	<p>Past and Present:</p> <p>Using maps and atlases to find Africa.</p> <p>Cornish Farming and food production.</p> <p>Compare past and present farming tools and machinery</p> <p>The World, People and Communities:</p> <p>Christian belief in God and the creation story.</p> <p>The Natural World:</p> <ul style="list-style-type: none"> -Contrast environments Africa to Cornwall similarities and differences -Seeds, plants growth and change, explore, observe and change, drawings and labels. <p>Growing and gardening topic pins</p> <p>Key Texts: (farm/ Africa theme)</p> <p>Key Texts: An Apples Life Oliver's Vegetables Farmer Duck The Tiny Seed Jasper's Beanstalk</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> -Changes to the world over time (Deforestation and coral bleaching) <p>The World, People and Communities:</p> <p>Use of maps, use of nonfiction texts.</p> <p>Outdoor learning</p> <p>Compare environments</p> <p>Care for our environment</p> <p>Special Places to us and why.</p> <p>The Natural World:</p> <ul style="list-style-type: none"> -Explore, observe, and draw similarities differences of mini-beasts and the natural world. -Life cycle butterfly- change. -Keeping safe in the Cornish Summer. -Describe environments in the summer season. Mini-beast topic pin <p>Key Texts: Somebody Swallowed Stanley The Odd Fish Oi Get Off Our Train</p>



CARCLAZE COMMUNITY PRIMARY SCHOOL EYFS Curriculum Map



<p>Colour mixing, name primary colours and creating self-portraits using a variety of mediums. Looking carefully to create observational owl drawings.</p> <p>Being Imaginative and Expressive: Body Percussion, call and respond, exploring rhythm and pattern. Singing familiar nursery rhymes and number songs.</p> <p>Learn to take on a role- doctors surgery</p> <p style="text-align: center;">Key Texts: Beautiful Oops Mixed</p>	<p>Using tool to shape sculptures with clay to create Diva lamps. Explore texture and ways to create depth using materials in Bear Hunt artwork.</p> <p>Being Imaginative and Expressive: Sing a range of songs and explore voice and traditional carols. Act out and recreate the Nativity story for an audience. Recount bear Hunt storytelling, with stick puppets and creating bear dens using natural materials outside.</p> <p style="text-align: center;">Key Texts: Mix it Up</p>	<p>Colour mixing and forming shapes. Developing individual style and exploring new ideas becoming an artist. Introducing Boomwackers to develop rhythm and pattern.</p> <p>Being Imaginative and Expressive: Learn to find the pulse in a piece of music. Listening for changes in music and responding to traditional and historical songs.</p> <p>Exploring cultural dancing and recreating Chinese dragon dances.</p> <p style="text-align: center;">Key Texts: The Dot</p>	<p>Explore joining mechanisms and how to construct from design while creating seed packets. Explore how milk bottle designs have changed over time. Using Boomwhackers to create pieces of music and to explore tempo.</p> <p>Being Imaginative and Expressive: Recount narratives – story telling. Preform story acting out with actions.</p> <p style="text-align: center;">Key Texts: Rabbityness</p>	<p>Explore natural pattern and animal marks/print. Creating patterns and collages by layering materials and printing fruits. Using African drums to explore sound. Develop rhythm and patterns.</p> <p>Being Imaginative and Expressive: Respond to traditional African dancing and respond with body movements to traditional African music.</p> <p style="text-align: center;">Key Texts: Giraffe’s Can’t Dance</p>	<p>Shape and form sculpture with minibeasts as inspiration. Develop symmetrical artwork butterflies and leaf rubbings. Develop transient art inspired with key texts. Use a range of percussion instruments to find the pulse, develop rhythms and perform.</p> <p>Being Imaginative and Expressive: Story retelling Invent and adapt narratives.</p> <p style="text-align: center;">Key Texts: Matisse’s Magical Trail The Visitors Junk DNA</p>
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