

EYFS Curriculum Map – Acorn and Chestnut Class Silsoe VC Lower School



Aims/Intent

Our Early Years Foundation Stage planning at Silsoe VC Lower School aims to provide a curriculum for children age five or under that will produce happy, confident and inquiring children who are interested in learning and enthusiastic about the challenges they encounter. We believe that the work the children do in the Early Years Foundation Stage is the basis on which they build the rest of their lives. The children in our Reception classes learn through a range of play based opportunities as well as adult led and independent activities. All staff within the EYFS have an excellent wealth of experience, knowledge and understanding about how the youngest pupils in our school learn and develop. All staff are involved in planning a wide range of exciting activities that promote our core values of determination and perseverance and the children are encouraged to take responsibility for their own learning. The outcome of this is a cohort of happy, independent, confident and determined learners who are able to communicate well and have the ability to think critically and share their thoughts and ideas with others. The children in the Reception classes have independent access to a stimulating curriculum both indoors and outdoors on a daily basis. The outdoor environment includes access to a covered area which helps to further enhance the children's learning through exploring and gaining new learning experiences engaging with the outdoor environment whatever the weather. Our Early Years Foundation Stage Curriculum also helps to provide a smooth transition into Key Stage One by encouraging the children to become resilient and independent learners.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	All about Me	Festivals and Celebrations	Healthy Living	Spring and Easter	Animals	Around the World
Communication and Language	<ul style="list-style-type: none"> ▪ Talking about themselves and their family ▪ Following instructions 	<ul style="list-style-type: none"> ▪ Talking about family celebrations such as bonfire night, Christmas and baptism. ▪ Following instructions 	<ul style="list-style-type: none"> ▪ Talking about how to keep a healthy body by exercising, having healthy food, by washing and by sleeping ▪ Following instructions 	<ul style="list-style-type: none"> ▪ Talking about the signs of spring ▪ Talking about why we celebrate Easter ▪ Following instructions 	<ul style="list-style-type: none"> ▪ Talking about their own experience of animals ▪ Finding out about different types of animals ▪ Farm visit 	<ul style="list-style-type: none"> ▪ Talking about different forms of transport ▪ Finding out about places around the world ▪ Following instructions
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Classroom rules and boundaries ▪ Circle time activities ▪ Finding out about similarities and 	<ul style="list-style-type: none"> ▪ Classroom rules ▪ Circle time activities ▪ Finding out about similarities and differences 	<ul style="list-style-type: none"> ▪ Classroom rules ▪ Circle time activities ▪ Finding out about how to have a healthy body 	<ul style="list-style-type: none"> ▪ Classroom rules ▪ Looking after the living eggs ▪ Speaking in front of a familiar group 	<ul style="list-style-type: none"> ▪ Classroom rules ▪ Looking after animals ▪ Speaking in front of a familiar group 	<ul style="list-style-type: none"> ▪ Classroom rules ▪ Looking after the environment ▪ Speaking in front of a familiar group

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	differences between each other	between each other and between different festivals and celebrations	<ul style="list-style-type: none"> Speaking in front of a familiar group 	<ul style="list-style-type: none"> Circle time activities 	<ul style="list-style-type: none"> Circle time activities 	<ul style="list-style-type: none"> Circle time activities Transition into year one activities
Physical Development	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, balls etc PE sessions Mark making, drawing and writing Managing own hygiene and changing 	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, ball skills PE sessions Mark making, drawing and writing Managing own hygiene. Understanding how to have a healthy body. 	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, ball skills PE sessions Mark making, drawing and writing Managing own hygiene. Understanding how to have a healthy body. 	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, ball skills PE sessions Mark making, drawing and writing Managing own hygiene. Understanding how to have a healthy body. 	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, ball skills PE sessions Mark making, drawing and writing Managing own hygiene. Understanding how to have a healthy body. 	<ul style="list-style-type: none"> Outdoor play – bikes, scooters, ball skills PE sessions Mark making, drawing and writing Managing own hygiene. Understanding how to have a healthy body.
Literacy	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 1 and 2 Name writing Cursive letter formation Labelling Mark making activities Introducing reading scheme. 	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 2, 3 and 4 Name writing Cursive letter formation Labelling Mark making activities Reading simple fiction texts Sharing stories on Oxford Owl website 	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 4 and 5 Cursive letter formation Writing CVC words Writing and recognising a rhyming string Writing sentences Reading fiction texts 	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 5, 6 and 7 Cursive letter formation Writing CVC words Writing and recognising words with the medial vowels Writing sentences Reading fiction texts 	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 7, 8, 9, 10 and 11 Cursive letter formation Writing sentences Writing simple stories Reading fiction and non-fiction books Sharing stories on Oxford Owl website 	<ul style="list-style-type: none"> Sounds-Write Initial Code Units 7, 8, 9, 10 and 11 Cursive letter formation Writing sentences Writing simple stories Writing CCVCC and CCCVC words Reading fiction and non-fiction books

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			<ul style="list-style-type: none"> ▪ Sharing stories on Oxford Owl website 	<ul style="list-style-type: none"> ▪ Sharing stories on Oxford Owl website 		<ul style="list-style-type: none"> ▪ Sharing stories on Oxford Owl website
Mathematics	<ul style="list-style-type: none"> ▪ Height, size and length ▪ Counting and number recognition ▪ 2D shapes ▪ Sorting into groups of colour and size 	<ul style="list-style-type: none"> ▪ Counting and matching numerals ▪ Number ordering ▪ 2D shapes ▪ Recognising and making patterns ▪ Following a sequence ▪ O'clock time ▪ Money and coins from 1p-£2 	<ul style="list-style-type: none"> ▪ Counting and matching numerals ▪ Writing and recognising addition and subtraction number sentences ▪ Pattern ▪ Capacity ▪ 2D and 3D shapes ▪ Doubling ▪ Matching pairs 	<ul style="list-style-type: none"> ▪ Putting numbers to 20 into order ▪ More and less activities ▪ Counting in tens ▪ Money and coins from 1p-£2 ▪ Pattern ▪ Position ▪ Estimating ▪ O'clock time 	<ul style="list-style-type: none"> ▪ Adding/subtracting groups of objects ▪ Writing and recognising addition and subtraction number sentences ▪ Counting and matching numerals ▪ Capacity ▪ Estimating ▪ One more and one less ▪ Doubling, halving and sharing. ▪ 2D and 3D shapes ▪ Capacity ▪ Symmetrical patterns ▪ Weight and using scales 	<ul style="list-style-type: none"> ▪ Adding/subtracting groups of objects ▪ Writing and recognising addition and subtraction number sentences ▪ One more and one less ▪ Doubling, halving and sharing. ▪ 2D and 3D shapes ▪ Capacity ▪ Symmetrical patterns ▪ Weight and using scales
Understanding the World	<ul style="list-style-type: none"> ▪ Finding out how they have changed since they were babies. ▪ The senses ▪ Labelling parts of the body ▪ ICT – Purple Mash activities 	<ul style="list-style-type: none"> ▪ Finding out about different festivals and celebrations- Remembrance, bonfire night, Hanukkah, Diwali, baptism, Christmas ▪ ICT – Purple Mash activities 	<ul style="list-style-type: none"> ▪ Finding out how to keep a healthy body ▪ Keeping clean ▪ Healthy food choices ▪ Talking about people who help us or keep us safe 	<ul style="list-style-type: none"> ▪ Finding out about the signs of spring i.e. baby animals, plants growing. ▪ Lifecycle of a hen ▪ Looking after the living eggs ▪ Learning about the weather 	<ul style="list-style-type: none"> ▪ Identifying the features of different types of animals ▪ Learning about looking after animals ▪ Animal lifecycles 	<ul style="list-style-type: none"> ▪ Talking about Silsoe and where we live ▪ Finding out about different places around the world- rainforests, the arctic, Egypt, China and Africa.

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	linked to the topic	linked to the topic	<ul style="list-style-type: none"> ▪ ICT – Purple Mash activities linked to the topic ▪ Bee Bot toys 	<ul style="list-style-type: none"> ▪ ICT – Purple Mash activities linked to the topic ▪ Bee Bot toys 	<ul style="list-style-type: none"> ▪ Animals that are extinct i.e. dinosaurs ▪ ICT – Purple Mash activities linked to the topic ▪ Bee Bot toys 	<ul style="list-style-type: none"> ▪ Different weather in different countries ▪ ICT – Purple Mash activities linked to the topic
Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Painting portraits ▪ Making letters in their names ▪ Making happy and sad faces ▪ Home role play area ▪ Action rhymes and songs ▪ Charanga music scheme 	<ul style="list-style-type: none"> ▪ Making bonfire pictures using chalks ▪ Making Diwali lamps using clay ▪ Colouring Diwali patterns ▪ Making a Menorah ▪ Christmas cards and crafts ▪ Role play shop ▪ Charanga music scheme 	<ul style="list-style-type: none"> ▪ Drawing and painting fruit and vegetables ▪ Drawing a favourite type of exercise ▪ Growing cress seeds ▪ Colouring mixing ▪ Role play dentist/doctors ▪ Charanga music scheme 	<ul style="list-style-type: none"> ▪ Drawing and painting signs of spring ▪ Making chicks ▪ Creating weather pictures ▪ Making Easter cards ▪ Making Easter crafts ▪ Farm role play area ▪ Charanga music scheme 	<ul style="list-style-type: none"> ▪ Observational drawings of animals ▪ Painting pictures of animals ▪ Vets/explorer cave role play area ▪ Animal songs ▪ Charanga music scheme 	<ul style="list-style-type: none"> ▪ Making royal crowns ▪ Colouring maps of the UK ▪ Sketching different transport ▪ Creating Chinese fans ▪ Making pyramids ▪ Making arctic animals ▪ Travel agents role play ▪ Charanga music scheme

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Learning Objectives for the Reception year (40-60 Months and Early Learning Goals)

By the end of their Reception year in school most children should be able to do the following:

<p>Personal, Social and Emotional Development</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> ▪ To initiate conversations, attends to and takes account of what others say. ▪ To explain own knowledge and understanding and asks appropriate questions of others. ▪ To take steps to resolve conflict with other children e.g. finding a compromise. <p><u>Early Learning Goal</u> To play co-operatively, taking turns with others. To take account of one another's ideas about how to organise their activity. To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> ▪ To be confident to speak to others about own needs, wants, interests and opinions. ▪ To describe self in positive terms and talk about abilities. <p><u>Early Learning Goal</u> To be confident to try new activities, and say why they like some activities more than others. To be confident to speak in a familiar group, talk about their ideas, and choose the resources they need for chosen activities. To say when they do or don't need help.</p> <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> ▪ To understand that own actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them. ▪ To be aware of the boundaries set, and of behavioural expectations in the setting. ▪ To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p><u>Early Learning Goal</u> To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To work as part of a group or class and understand and follow the rules. To adjust behaviour to different situations, and take changes of routine in their stride.</p>
<p>Physical Development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> ▪ To experiment with different ways of moving. ▪ To jump off an object and land appropriately.

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	<ul style="list-style-type: none"> ▪ To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ▪ To travel with confidence and skill around, under, over and through balancing and climbing equipment. ▪ To show increasing control over an object in pushing, patting, throwing, catching or kicking it. ▪ To use simple tools to effect changes to materials. ▪ To handle tools, objects, construction and malleable materials safely and with increasing control. ▪ To show a preference for a dominant hand. ▪ To begin to use anticlockwise movement and retrace vertical lines. ▪ To begin to form recognisable letters. ▪ To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goal</u> To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self-Care</p> <ul style="list-style-type: none"> ▪ To eat a healthy range of foodstuffs and understand need for variety in food. ▪ To be usually dry and clean during the day. ▪ To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ▪ To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. ▪ To show understanding of how to transport and store equipment safely. ▪ To practise some appropriate safety measures without direct supervision. <p><u>Early Learning Goal</u> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Communication and Language</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> ▪ To maintain attention, concentration and sit quietly during an appropriate activity. ▪ To achieve two-channelled attention – can listen and do for a short time span. <p><u>Early Learning Goal</u> To listen attentively in a range of situations. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To give their attention to what others say and respond appropriately, while engaged in another activity.</p>

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	<p>Understanding</p> <ul style="list-style-type: none"> ▪ To respond to instructions involving a two-part sequence. ▪ To understand humour e.g. nonsense rhymes, jokes. ▪ To be able to follow a story without pictures or props. ▪ To listen and respond to ideas expressed by others in conversation or discussion. <p><u>Early Learning Goal</u> To follow instructions involving several ideas or actions. To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Speaking</p> <ul style="list-style-type: none"> ▪ To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ▪ To use language to imagine and recreate roles and experiences in play situations. ▪ To link statements and sticks to a main theme or intention. ▪ To use talk to organise, sequence and clarify thinking, ideas, feelings and events. ▪ To introduce a storyline or narrative into their play. <p><u>Early Learning Goal</u> To express themselves effectively, showing awareness of the listeners’ needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>
<p>Literacy</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ To continue a rhyming string. ▪ To hear and say the initial sounds in words. ▪ To segment the sounds in simple words and blend them together and know which letters represent some of them. ▪ To link sounds to letters, naming and sounding the letters of the alphabet. ▪ To begin to read words and simple sentences. ▪ To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. ▪ To enjoy an increasing range of books. ▪ To know that information can be retrieved from books and computers. <p><u>Early Learning Goal</u> To read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately. To also read some common irregular words. To demonstrate understanding when talking with others about what they have read.</p>

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	<p>Writing</p> <ul style="list-style-type: none">▪ To give meaning to marks they make as they draw, write and paint.▪ To begin to break the flow of speech into words.▪ To continue a rhyming string.▪ To hear and say the initial sound in words.▪ To segment the sounds in simple words and blend them together.▪ To link sounds to letters, naming and sounding the letters of the alphabet.▪ To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.▪ To write own name and other things such as labels and captions.▪ To attempt to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u> To use their phonic knowledge to write words in ways which match their spoken sounds. To also write some irregular common words. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Mathematics	<p>Numbers</p> <ul style="list-style-type: none">▪ To recognise some numerals of personal significance.▪ To recognise numerals 1 to 5.▪ To count up to three or four objects by saying one number name for each item.▪ To count actions or objects which cannot be moved.▪ To count objects to 10, and beginning to count beyond 10.▪ To count out up to six objects from a larger group.▪ To select the correct numeral to represent 1 to 5, then 1 to 10 objects.▪ To count an irregular arrangement of up to ten objects.▪ To estimate how many objects they can see and check by counting them.▪ To use the language of 'more' and 'fewer' to compare two sets of objects.▪ To find the total number of items in two groups by counting all of them.▪ To say the number that is one more than a given number.▪ To find one more or one less from a group of up to five objects, then ten objects.▪ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.▪ To record using marks that they can interpret and explain.▪ To begin to identify own mathematical problems based on own interests and fascinations. <p><u>Early Learning Goal</u></p>

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	<p>To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. To use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer. To solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> ▪ To begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. ▪ To select a particular named shape. ▪ To describe their relative position such as ‘<i>behind</i>’ or ‘<i>next to</i>’. ▪ To order two or three items by length or height. ▪ To order two items by weight or capacity. ▪ To use familiar objects and common shapes to create and recreate patterns and build models. ▪ To use everyday language related to time. ▪ To begin to use everyday language related to money. ▪ To order and sequence familiar events. ▪ To measure short periods of time in simple ways. <p><u>Early Learning Goal</u> To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. To recognise, create and describe patterns. To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Understanding the World</p>	<p>People and Communities</p> <ul style="list-style-type: none"> ▪ To enjoy joining in with family customs and routines. <p><u>Early Learning Goal</u> To talk about past and present events in their own lives and in the lives of family members. To know that other children don’t always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World</p> <ul style="list-style-type: none"> ▪ Looks closely at similarities, differences, patterns and change. <p><u>Early Learning Goal</u> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. To make observations of animals and plants and explain why some things occur, and talk about changes.</p>

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	<p>Technology</p> <ul style="list-style-type: none"> ▪ To complete a simple program on a computer. ▪ To use ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u> To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes.</p>
<p>Expressive Arts and Design</p>	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> ▪ To begin to build a repertoire of songs and dances. ▪ To explore the different sounds of instruments. ▪ To explore what happens when they mix colours. ▪ To experiment to create different textures. ▪ To understand that different media can be combined to create new effects. ▪ To manipulate materials to achieve a planned effect. ▪ To construct with a purpose in mind, using a variety of resources. ▪ To use simple tools and techniques competently and appropriately. ▪ To select appropriate resources and adapt work where necessary. ▪ To select tools and techniques needed to shape, assemble and join materials they are using. <p><u>Early Learning Goal</u> To sing songs, make music and dance, and experiment with ways of changing them. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> ▪ To create simple representations of events, people and objects. ▪ To initiate new combinations of movement and gesture in order. ▪ To express and respond to feelings, ideas and experiences. ▪ To choose particular colours to use for a purpose. ▪ To introduce a storyline or narrative into their play. ▪ To play alongside other children who are engaged in the same theme. ▪ To play cooperatively as part of a group to develop and act out a narrative. <p><u>Early Learning Goal</u> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>