

St Thomas' EYFS Curriculum Map for Subject Leaders

<p>Foundational knowledge taught in EYFS providing solid understanding in the following subjects in KS1 and KS2</p>	<p><u>Term 1- It is good to be me</u></p>	<p><u>Term 2- It is good to be you</u></p>	<p><u>Term 3- Superheroes</u></p>	<p><u>Term 4- Round and round we go</u></p>	<p><u>Term 5- On the farm</u></p>	<p><u>Term 6- All around the world</u></p>	<p><u>Visitors/Trips/Enrichment Opportunities</u></p>
<p>History</p>	<p>People, Culture and Communities *Talk about members of their immediate family and the relationship to them. *Name and describe people who are familiar to them.</p>	<p>People, Culture and Communities *Understand the cultural celebration of Bonfire night and Remembrance Day. *Show interests in different occupations. *Continue to develop positive attitudes about the differences between people. Chronology *Use language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books</p>	<p>People, Culture and Communities *Talk about members of their immediate family, community and the roles they play. *To identify people who help us. *Name and describe people who are familiar to them. Chronology *Compare and contrast characters from stories, including figures from the past. (Chinese New Year)</p>	<p>Chronology *Talk about and understand changes in their own lifetime. *Talk about people around them and people in society. *Comment on images of familiar situation in the past. (Use of books such as Peepo)</p>	<p>Chronology *Recount an event orally, pictorially and or with captions.</p>	<p>Chronology *Order experiences in relation to themselves and others including in stories.</p>	<p>*Remembrance Day</p>
<p>Geography</p>	<p>The Natural World *Talks about Harvest time and how the festival is celebrated.</p>		<p>The Natural World *Draw information from a simple map- story maps, map of walk to St Thomas' Church. *To post a letter.</p>			<p>The Natural World *To recognise signs of summer. *Recognise some similarities and differences between life in this country and life in other countries. *Recognise some environments that are different to the one in which they are in. *To explore cultural foods.</p>	<p>*To walk around the local environment, following a map and posting a letter to their homes. *Walk to St Thomas' Church- Following a map as a group T4 *Visit to Tattershall Farm Park- Exploring baby animals. Retrieval of Harvest and exploring the local environment (farming) T5</p>

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						<p>*Draw information from simple maps- local environment.</p> <p>Maths Links-</p> <p>*To understand that we can make maps, plan and represent places.</p> <p>*To create own map linked to stories or familiar places.</p>	
Science	<p>The Natural World</p> <p>*Recognise the changes of plants and the world throughout the season of Autumn.</p> <p>*To describe what they see, hear and feel whilst outside.</p> <p>*Identifies animals that hibernate throughout the Winter.</p> <p>*Talks about Harvest time and how the festival is celebrated.</p>	<p>The Natural World</p> <p>*Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>*To identify animals that are nocturnal and different features. E.g. owls</p>	<p>The Natural World</p> <p>*To recognise the signs of Winter.</p> <p>*To explore the natural world during Winter time and begin to understand the concepts of freezing and melting.</p>	<p>The Natural World</p> <p>*To recognise signs of Spring.</p> <p>*To explore the natural world around them E.g. Floating, sinking, ice magnetism, light travelling through transparent materials.</p> <p>*Recognise the changes that can be made to protect our world.</p>	<p>The Natural World</p> <p>*To understand the effect of changing seasons in the natural world around them.</p> <p>*To understand where food comes from (Lincolnshire- British)</p> <p>*To identify animals and their babies.</p> <p>*To plant a sunflower and understand the life cycle of a seed.</p> <p>* Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>The Natural World</p> <p>*To recognise signs of summer.</p>	<p>*Autumn Nature Walk- Retrieval opportunity. Visit to Westgate Wood.</p> <p>*Visit to Tattershall Farm Park- Exploring baby animals. Retrieval of Harvest and exploring the local environment (farming)</p>
Art	<p>*Explore different materials.</p> <p>*Explore colour and colour mixing.</p> <p>*Show different emotions in drawing or painting.</p> <p>*Printing with everyday objects.</p>	<p>*Develop their own ideas and then decide which material to use to express them.</p> <p>*Explore work of Kandinsky</p> <p>*Using objects to represent something else even though they are not similar.</p> <p>*Working in the style of a painter, story teller and architect.</p>	<p>*Explore children to a range of different media, oil pastel, pastel, paint, pencil.</p> <p>*Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Principles of basic art skills- Alongside pastel, learn clean hand, dirty hand, vocabulary blend and smudge. Paint a sponge to dry brush before applying colour</p>	<p>*Explore Sculptor- Andy Goldsworthy.</p> <p>*To explore different materials to create a sculpture.</p> <p>*Create collaboratively, sharing ideas, resources and skills.</p> <p>*Return to and build on their previous learning, refine ideas and develop their ability to represent them.</p> <p>*To work in the style of a sculptor,</p>			<p>*Art Retrieval Event</p>

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			and different brushes having different roles. *To work in the style of an artist.				
Music	<p>*Remember and sing entire songs. E.g. nursery rhymes-</p> <p>Baa Baa Black Sheep, Incy Wincy Spider, Twinkle Twinkle.</p> <p>*To know sounds in the environment.</p> <p>*To copy clapping patterns and rhythms.</p> <p>*To know how to make music using body percussion.</p> <p>*To create own musical patterns using body percussion.</p> <p>Communication and Language Listening-</p> <p>* Listens to a range of songs and rhymes, beginning to focus on how they sound.</p> <p>Attention-</p> <p>*Joins in with repeated refrains when singing songs, learning nursery rhymes or anticipating happens in stories.</p>	<p>*Sing and match a modelled pitch- MTYT</p> <p>*Learn and sing with growing confidence. (Nativity songs)</p> <p>My hat has three corners Miss Polly had a dolly 5 little men in a flying saucer</p> <p>Communication and Language Listening-</p> <p>* Listens to a range of songs and rhymes, beginning to focus on how they sound.</p>	<p>*To know high and low sounds.</p> <p>*To begin to know and understand pitch.</p> <p>*To know instruments that make high and low sounds.</p>	<p>*To begin to know instruments and their families.</p> <p>*To know and create a beat.</p> <p>*To move their body in time to a piece of music.</p>	<p>*Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>*Sing in a group or on their own increasingly matching the pitch and following a melody.</p> <p>*Learn a tuned instrument- Boom Whackers.</p> <p>*Working in the style of a singer, musician, actor or actress.</p>	<p>*Perform with a tuned instrument- Performance Boom Whackers.</p> <p>*Working in the style of a choreographer, actor/actress, musician and singer.</p> <p><u>Children to consolidate all EAD objectives (retrieval opportunities) and perform end of the year production.</u></p>	

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	Speaking- *Sing a large repertoire of songs and nursery rhymes.						
Design and Technology	Continuous Provision	Continuous Provision	Continuous Provision	Peoples, cultures and communities- Understanding the World. *To identify different types of vehicles and their movements around the country. (Retrieval people who help us.) Expressive Arts and Designs *To use junk modelling materials to create their own vehicle. *To design and plan their chosen vehicle and think about the materials they will make. *To reflect and improve their vehicle explaining what they would do differently.	Personal, Social and Emotional Development *Know about different aspects of a healthy lifestyle. E.g. Healthy eating	Personal, Social and Emotional Development *Be reflective on their own work and the work of others.	*Baking bread- Linked to Harvest learning. *Scarecrow making- Across the trust competition.
Physical Education	Gross Motor *To walk upstairs with alternating feet. *To follow instructions and stop safely. *To stop safely and develop control when using equipment. *To follow instructions and play safely in a group. Fine Motor	Gross Motor *To stand on one foot and hop. *To develop balancing, running and stopping. *To develop and be able to change direction. *To use climbing equipment safely and confidently (KS1 trim trail)	Gross Motor *To use their core muscles strength to achieve good posture. *To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions or other physical discipline E.g. gymnastics.	Gross Motor *To develop and refine a range of ball skills. E.g. throwing, catching, kicking, passing, batting and aiming. *To develop confidence, competency, precision and accuracy when engaging in activities that involve a target. *To balance bike safely and independently.	Gross Motor *To combine different movements with ease and fluency. *To move rhythmically to music. *To use a prop with control and co-ordination. *To be able to move safely and with imagination, communicating their	Gross Motor * Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing,	*Visit from the Dentist- How to clean your teeth. Daily teeth brushing starts during term 1. *Fire engine visit- Fire safety and Bonfire night T2. *Visit from PCSO Neil- Strange danger and keep safe *Gymnastics Trip- Sports Trip T6 *Children to join in 1 st sports day.

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	<p>*To show preference for a dominant hand. *To hold a pencil in a tripod grasp. *To use a knife and fork correctly. *To brush teeth and understand the importance of dental hygiene.</p> <p>PE Unit- Introduction to PE 2</p>	<p>*To develop jumping skills- Bend knees and land on two feet.</p> <p>Fine Motor *To develop scissor skills. *To competently use a knife, fork and spoon. *To become increasingly independent when getting dressed and undressed. E.g. putting a coat on and doing up the zip. *To hold and use pencil in a dynamic tripod grasp with good control. To copy crosses and also letters v,h,t and o.</p> <p>PE Unit- Fundamental Unit 2</p>	<p>*To confidently and safely use a range of large and small apparatus, indoors and outdoors. This can include working individually or as part of a group.</p> <p>Fine Motor *To develop handwriting and drawing skills. *To use painting tools competently and confidently. *To confidently use the correct grip when holding a paint brush. *To explore a range of paint brush sizes and the different brush strokes they create.</p> <p>PE Unit- Gymnastics 2</p>	<p>Fine motor To continue to develop handwriting and drawing skills. *To use painting tools competently and confidently. *To use cutting tools such as scissors confidently and safely.</p> <p>PE Unit- Ball Skills 2</p>	<p>ideas through movement. *To further develop skills, they need to manage the school day successful. E.g. Lining up, queuing, meal times, dressing and undressing alone.</p> <p>Fine motor *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.</p> <p>PE Unit- Dance 2</p>	<p>hopping, skipping and climbing. *To play by rules and work co-operatively as a team. *Can confidently talk about how to stay safe and healthy.</p> <p>Fine Motor *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing. *Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p>PE Unit- Games</p>	
<p>Computing</p>	<p>Continuous Provision</p> <p>Role Play- Home corner- Technology from around the home.</p>	<p>Mathematic links- *To understand positional vocabulary. (Under, next to, in front, behind, through, on top.) Use of Beebots</p>		<p>Understanding the World -Peoples, cultures and communities *To identify different types of vehicles and their movements around the country. (Retrieval people who help us.)</p>			

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RE	<p>Our Special Books</p> <ul style="list-style-type: none"> *To attend collective worships. *To understand and take part in a prayer. To engage in stories from the Bible. <p>Parable- The Lost Sheet Noah's Ark</p>	<p>My Friends</p> <ul style="list-style-type: none"> *Understand the golden rule- treat others as you would like to be treated. <p>Parable- The Good Samaritan.</p> <ul style="list-style-type: none"> *To understand the religious celebration of Advent and Christmas. 	<p>Myself</p> <ul style="list-style-type: none"> *Introduce people who belong to a religious group. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. <p>The Lions Den David and Goliath</p>	<p>Special times for me and others</p> <ul style="list-style-type: none"> *Explore special times that bring people together as a community. E.g. birthdays, Easter, significant events nationally. *To learn about the Easter story. 	<p>Our beautiful world</p> <ul style="list-style-type: none"> *Explore beliefs about the natural world. <p>The Creation Story The Burning Bush</p>	<p>People, Cultures and Community</p> <ul style="list-style-type: none"> *To know what a wedding is (How it looks in different religions) <p>Our special things</p> <ul style="list-style-type: none"> *Explore Weddings and make comparisons within other cultures. *Explore religious artefacts and understand why these are important- Make links to other religions. <p>Parable- The Sower and the seed. The Wise Man and the foolish man.</p>	<ul style="list-style-type: none"> *Christmas Nativity T2 *Christingle making T2 *Celebrating Diwali T2 *Celebrating Chinese New Year- Comparisons and Similarities T3 *Visit from Reverend Jane T3 *Visit to St Thomas' Church- Listen to the Easter Story- Following a map.
PSHE	<p>Expressive Art and Design-</p> <ul style="list-style-type: none"> *Show different emotions in drawing or painting. <p>PSHE</p> <ul style="list-style-type: none"> *Grow in confidence and independence using phrases `I can do it.` Identify sad, happy, angry, worried and excited. Develop friendships with other children. *Showing increased independence in meeting own needs e.g. teeth brushing, using the toilet. *See themselves as a valuable individual. *Increasingly able to follow rules and instructions. 	<ul style="list-style-type: none"> *To elaborate on their emotions and why they are feeling this way. `I am sad because...` *Show more confidence in new social situations. *Talk with others to solve conflicts. *Take turns and begin to share. *Build constructive and respectful relationships *Can explain right and wrong. *Understand road safety and discuss ways to stay safe. *Emergency information 999. 	<ul style="list-style-type: none"> *Express their feelings and consider the feelings of others. *Show pride in their achievements. *Wider understanding of how to keep themselves safe. E.g. Stranger danger. 	<ul style="list-style-type: none"> *Identify and moderate their own feelings. *Understand personal safety- Pants Talk. *Work and play collaboratively with peers. 	<ul style="list-style-type: none"> *Be reflective on their own work and the work of others. *Know about different aspects of a healthy lifestyle. E.g. Healthy eating Screen time (e-safety) Safe pedestrians. *Be confident to try new activities and show independence, resilience and perseverance. *Show sensitivity to their needs and the needs of others. *Be able to begin to solve problems and conflicts or use strategies taught. 	<ul style="list-style-type: none"> *Consider other perspectives. *Know and talk about different factors that support their overall health and wellbeing. *Set personal goals. 	<ul style="list-style-type: none"> *Road Safety Day T2 *Anti- Bullying Week T2 *Odd Sock day T2 *Children in need T2

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<p>Golden Thread</p> <p>Oracy Vocabulary</p>	<p>Communication and Language</p> <p>Listening: * Listens to others 1:1, in small groups or as a whole class. *Enjoys and listens to simple stories and understand what is happening, with the help of the pictures. * Listens to a range of songs and rhymes, beginning to focus on how they sound. *Demonstrate key listening skills and recognise why it is important.</p> <p>Attention: * Maintains attention for a short time on the carpet, when talking to another 1:1 or part of a small group. *Able to concentrate and focus on one thing at a time. *Engages and enjoys story time. *Joins in with repeated refrains when singing songs, learning nursery rhymes or anticipating happens in stories.</p> <p>Understanding: *Understands simple questions- who, what and where. *Understands and acts on longer sentences e.g. `find your `coat. `</p>	<p>Communication and Language</p> <p>Listening: *Listens in familiar and new situations E.g. On first school trip, during collective worships. *Understand show to listen carefully and why it is important. *Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Attention: Maintains attention in new situations. *Engages in story times e.g. answering retell questions.</p> <p>*Understand: *Follow instructions with 2 parts in a familiar situation. *To sequence stories by using pictures to support.</p> <p>Speaking: *Start a conversation with peers and a familiar adult and continue to take turns. (Responding appropriately.) *Develop social phrases. *Ask questions to find out more and to check they understand what has been said to them. *Use and develop a wider range of vocabulary.</p>	<p>Communication and Language</p> <p>Listening: *Listen to stories and develops an understanding about what is happening. *Begins to listen to stories and build links to other familiar stories.</p> <p>Attention: *Engages in story times- making links and developing familiarity and understanding. *Learn new rhymes and songs (Speeches week) *Listens carefully in a range of situations and can shift attention with less prompts.</p> <p>*Understand: *Understands new vocabulary and begin to use in appropriate context. *Ask questions to find out more and check they understanding what has been asked of them.</p> <p>*Speaking: *Use newly taught vocabulary in different contexts. *Retell a story- aware of familiarity and repetition. *To begin to retell stories in their own</p>	<p>Communication and Language</p> <p>Listening: *Begin to listen to selected non-fiction texts. *Listen to ideas from adults and peers and follow along with a conversation and social cues.</p> <p>Attention: *Begin to engage with non-fiction texts.</p> <p>Understanding: *Listen to and understand new vocabulary linked to non-fiction texts. *Ask questions to find out more information and develop their curiosity. *Connect one idea to another. *To understand how to develop their activities or ideas.</p> <p>Speaking- *Use talk to help work out problems and organise thinking and activities. *To explain how things, work and articulate their ideas. *To use well formed sentences.</p>	<p>Communication and Language</p> <p>Listening: *To develop confidence when listening attentively during whole class stories or learning. *To answer relevant questions linked to a discussion or small group activity. *To listen to poems and recognise patterns, tone, rhythms and rhymes.</p> <p>Attention: *To hold conversations when engaged in back-to back conversations with peers or teacher. *To engage and enjoy non-fiction books. *To learn a new poem.</p> <p>Understanding: *To make comments about what they have been heard and ask question to clarify their understanding. *To show an understanding of non-fiction texts and enjoy reading them, whilst sharing knowledge.</p> <p>Speaking: *To participate with small group discussions, one to one and sometimes whole class carpet sessions.</p>	<p>Communication and Language</p> <p>Listening: *To listen attentively and respond to what they hear with relevant questions, comments and actions in a range of situations. E.g. whole school assemblies, discussions with visitors, whole class carpet time.</p> <p>Attention: *To independently follow along with flowing conversations using appropriate listening skills and social cues. *To remember lines for class assembly.</p> <p>Understanding: *To make comments about what they have heard during whole school assemblies, lessons, one-to-one conversations or group work. *To ask a range of questions to develop their understanding and clarify instructions or learning.</p> <p>Speaking: *To participate confidently with small group discussions, one to one and whole class</p>
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	<p>*Understands why questions. *Follow 1 step instructions- Put your book bag in your locker.</p> <p>Speaking- *Sing a large repertoire of songs and nursery rhymes. *Use sentences of 4-6 words. *Use talk to organise themselves and their play. *Begin to use social phrases- e.g. good morning.</p> <p>Expressive Arts and Design *Take part in pretend play.</p> <p>Communication and Language *Use talk to organise themselves and their play.</p>		<p>words using story vocabulary. *Describe events in detail.</p> <p>Expressive Arts and Design *Develop storylines in pretend play.</p> <p>Speaking- *To begin to retell stories in their own words using story vocabulary.</p>	<p>*To talk about non-fiction books and use technical vocabulary. *To begin to use a range of conjunctions to extend their sentences and ideas.</p>	<p>*To use recently introduced vocabulary, offering their ideas. *Begin to offer their ideas or explanations about why something has happened, sometimes making links to vocabulary from stories, non-fiction, rhymes and poems where appropriate. *To use some tenses correctly when holding a conversation. E.g. past and present. *To perform a poem to an audience.</p>	<p>sessions, offering newly taught vocabulary. *To offer their ideas confidently and explanations linking knowledge and own ideas to vocabulary, stories, non-fiction texts, rhymes, poems and conversations with other children or adults. *To express their ideas and feelings about their own experiences, using full sentences including using the past, present and future tense correctly sometimes with modelling or support from their teacher. *To take part in their class assembly, performing to an audience.</p>	
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