

EYFS Curriculum Map 2018-19



William Hulme's Grammar School
The best in everyone™
Part of the Hulme Learning Group

Nursery

	Autumn 1	Autumn 2
PSED	<ul style="list-style-type: none"> To be interested in others play and starting to join in Seeking out others to share experiences Forming friendships To select and use activities and resources with help Show confidence in asking for help Welcomes praise for what they have done Begin to share with the support of an adult 	<ul style="list-style-type: none"> To show concern for other people To be aware of own feelings To initiate play and offers cues for peers to join in Demonstrate friendly behaviour To be confident to talk to others when playing Enjoy responsibility of carrying out small tasks Sharing more frequently without being reminded Can usually tolerate delay and understands wishes may not always be met
C & L	<ul style="list-style-type: none"> To listen to others, one to one and small groups when conversation interests them To listen to stories and join in with repeated refrains Responds to simple instructions Environmental sounds Nursery Rhymes 	<ul style="list-style-type: none"> To join in with repeated refrains and anticipate key events Learns new words and uses them in communicating Understanding prepositions Using more complex sentences to link thoughts, i.e. because. Use talk to connect ideas Can retell a simple past event in correct order e.g. went downslide, hurt finger Uses vocabulary focused on objects and people that are of importance to them
PD	<ul style="list-style-type: none"> To move freely and with pleasure in a range of ways. – crawling, rolling, walking, jumping To run skillfully negotiating space to avoid objects Mount stairs using alternate feet Catch a large ball Draws lines and circles using gross motor movements Understands equipment to be used safely PE focus – catching, aiming, throwing – outside Hall time – carousel exploring bean bags, large and small balls. 	<ul style="list-style-type: none"> Move freely – hopping skipping Using one handed tools- introducing scissors - snipping To put on own coat Holding pencil between thumb and two fingers no longer using whole hand grasp Holds pencil near point between first fingers and thumb and uses in with increasing good control Draw or trace vertical lines Gain more bowel and bladder control and can sort most toileting needs themselves. PE focus – getting used to the hall/studio - finding a space, moving – hopping, skipping. Moving on to some simple dances
Maths	<ul style="list-style-type: none"> To recite numbers to 10 with support To use some number names accurately in play To understand that numbers identify how many objects in a set Playing with shapes Using shapes in constructions/using them appropriately for tasks Realises that anything can be counted not just objects e.g. steps, claps, jumps 	<ul style="list-style-type: none"> To match the number and quantity correctly Recites numbers to 10 accurately Recognises numbers to 5/10 Looking for shapes in the environment Using positional language – up down, high low, underneath on top of To carefully count objects and know the last number counted denotes how many. To recognise 2d shapes in the environment Sometimes matches numeral and quantity correctly

	Autumn 1	Autumn 2
Literacy	<ul style="list-style-type: none"> ■ Enjoy rhyming/rhythmic activities ■ Recognises the rhythm in spoken words ■ Listens to and joins in with stories and poems – one to one and in small groups ■ Joins in with repeated refrains ■ Sometimes gives meaning to marks as they draw and paint ■ Looks at books independently 	<ul style="list-style-type: none"> ■ Anticipate key events in rhymes and stories ■ Listens to stories with increasing attention and recall ■ Shows interest in illustrations and print in the environment ■ Talk about their painting/drawings ■ Recognises name and environmental print/advertising logo ■ Handles books carefully ■ Holds books the correct way up and turns pages ■ To blend sounds
UW	<ul style="list-style-type: none"> ■ Shows an interest in the lives of people who are familiar to them ■ Talk about significant events in their own experience ■ To show an interest in technological toys or real objects ■ Computing focus – exploring real objects e.g old mobile phone, touch phones and remote controls. 	<ul style="list-style-type: none"> ■ Recognise and describe special times or events ■ Operate simple equipment ie using a remote control ■ Diwali/Christmas ■ Computing focus- Using ICT white board to manipulate objects on screen.
EAD	<ul style="list-style-type: none"> ■ Enjoys joining in with dancing and ring games ■ Sing a few familiar nursery rhymes songs ■ Explore how sounds can be changed ■ Explore colour ■ Use various construction materials ■ Developing different forms of expression ■ Art focus on drawing 	<ul style="list-style-type: none"> ■ Imitates movement in response to music ■ Understand that they can use lines to enclose a space and use these shapes to represent an object ■ Begin to construct, stacking blocks vertically, horizontally, making enclosures ■ Notices what adults do, imitating what is observed and doing it spontaneously ■ Explores and learns how sounds can be changes. ■ Art focus on painting

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Nursery

	Spring 1	Spring 2
PSED	<ul style="list-style-type: none"> To understand the behavioural expectations in the setting. To understand that own actions affect other people, i.e. become upset or tries to comfort another child. Keep play going by responding to what others are saying of doing 	<ul style="list-style-type: none"> To be aware that actions and words can hurt other peoples' feelings To accept the needs of others Will communicate freely about home and community Can play in a group, extending and elaborating ideas.
C & L	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall To be able to follow directions/respond to instructions Encourage talk through retelling Answering simple questions about the story Practising asking own questions. What, when, where Rhyming words Alliteration Uses intonation and rhythm and phrasing to make the meaning clear to others. 	<ul style="list-style-type: none"> To be able to follow directions Asking open questions why, how, sometimes with support Using talk to connect ideas and explain what is happening and anticipate what might happen, recall and relive past experiences. Rhyming words Alliteration Introduces a story line or narrative into their play Able to follow a story without pictures or props
PD	<ul style="list-style-type: none"> Better control over pencil Walks downstairs, two feet to each step whilst carrying a small object Understand that equipment and tools have to be used safely To zip up coat when someone holding bottom Master the anticlockwise motion and To copy some letters from their name Showing a preference for a dominant hand Usually dry and clean during the day Can tell an adult when hungry or tired Can usually manage washing and drying hands Catching smaller balls Experiment with different ways of moving/slithering, shuffling, rolling, crawling, walking, running jumping PE focus : 'gymnastics ' – using mats, benches – balancing Jumps off and lands appropriately - 	<ul style="list-style-type: none"> To form some recognisable letters To fasten own coat Understands equipment and tools have been used safely Gains more bowel and bladder control and can sort most toileting needs themselves Use anticlockwise movement and retrace vertical lines Showing increasing control over an object, pushing, patting, throwing, catching PE focus – more work with small apparatus: T

	Spring 1	Spring 2
Maths	<ul style="list-style-type: none"> Counts and recites beyond 10 accurately To order numbers to 5 To compare two groups of objects –saying when they have the same number Talking about long/short/tall/round order 3 lengths To carefully count objects and know the last number counted denotes how many. To use the language of more and fewer Shows an interest in representing numbers – finger marks on paper 	<ul style="list-style-type: none"> To recognise numbers to 10 and beyond Order numbers to 10 accurately Separate three or four objects in different ways recognise the total is the same Representing numbers To count objects from a larger group Use the language of more or fewer Orders items by length or height Positional language
Literacy	<ul style="list-style-type: none"> Suggest how stories might end Describe main story settings, events and characters Recognise familiar words and signs Recognise a rhyme (odd word out) To segment and blend sounds in simple words To begin to write some letters of their name 	<ul style="list-style-type: none"> Describe main story settings, events and characters To know that print carries meaning and is read from left to right and top to bottom. Hears and says the initial sounds in words Segment and blend To begin to write their name To form some recognisable letters
UW	<ul style="list-style-type: none"> To comment or ask questions about aspects of their familiar world Winter To show skill in making toys work by pressing parts/movements or new images Complete a simple program on a computer Starting to enjoy family customs and festivals Valentine’s Day/Chinese New Year Computing focus – taking photos – e.g. for Valentine’s day card 	<ul style="list-style-type: none"> To talk about some things, they have observed such as natural and found objects Show care and concern for living things and the environment Talk about animals Use ICT hardware to interact with age appropriate computer software Talk about things that make them unique and talk about similarities and differences in relation to friends and family. Starting to enjoy family customs and festivals Holi/ Mother’s Day/ Easter Computing focus – following instructions e.g. scales for baking, microwave,
EAD	<ul style="list-style-type: none"> Enjoy joining in with ring games Begin to move rhythmically Tap out a simple repeated rhythm Creates movement in response to music Join constructions pieces together to build and balance Engage in imaginative role play based on first hand experiences Uses available resources to create prop Beginning to be interested in and describe the texture of things. Art focus on Collage 	<ul style="list-style-type: none"> Explores what happens when they mix colours – introduce colour mixing in painting area Begins to build a repertoire of songs and dances Realise that tools can be used for a purpose. To capture experiences and responses with different media To construct with a purpose in mind. To build stories around toys Art focus on 3D

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Nursery

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PSED	<ul style="list-style-type: none"> To be aware of the boundaries and the behavioural expectations in the setting To be confident to speak to others about their own needs/wants/interests Takes steps to resolve conflicts - compromise 	<ul style="list-style-type: none"> Initiates conversations and takes account of what others say Explains own knowledge and understanding and asks appropriate questions of others
C & L	<ul style="list-style-type: none"> Responding to instructions involving a two-part sequence Listens to ideas expressed by others. Questions why things happen and gives explanations Using a range of tenses. Use language to imagine and recreate roles and experiences Able to follow a story without pictures or props Extends vocabulary, grouping and naming exploring the meaning and sounds of words 	<ul style="list-style-type: none"> Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline into their play Begins to understand humour, nonsense rhymes and jokes Responds to ideas by others in conversation
PD	<ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials with increasing control Observe the effect of activity on their bodies Shows some understanding of good practice with regard to exercise, eating, sleeping and hygiene Practises some appropriate safety measures without direct supervision PE focus- using the field stamina – running on the field, races, looking at how our body reacts to exercise 	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters. Eat a healthy range of foodstuff and understand need for variety. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks PE focus – learning traditional games: e.g. tig, what time is it Mr Wolf, Piggy in the middle, three bad Eggs, Cat and Mouse. Getting ready for Sport's Day
Maths	<ul style="list-style-type: none"> To count an irregular arrangement of up to 10 objects Begin to explore some everyday problems modelled Make simple estimates Finds the total number of items by counting all of them. Records using marks that they can interpret and explain To say the number that is one more/one less from a group of up to 5 objects Use mathematical terms for 2d and 3d shapes 	<ul style="list-style-type: none"> To say the number that is one more or one less from a group of 10 objects Recognise/order and count numbers to 5/10/15 Describe positions, behind, next to. In between Begin to use everyday language related to money In practical activities begin to use vocabulary of adding and subtracting Use mathematical terms for 2d and 3d shapes Begin to identify own mathematical problems based on own interests

	Summer 1	Summer 2
Literacy	<ul style="list-style-type: none"> ■ Enjoys an increasing range of books ■ Knows information can be retrieved from books and computers ■ Continue a rhyming string ■ Describe main story settings, events and characters ■ Can segment the sounds in simple words and blend them together ■ Use some clearly identifiable letters to communicate meaning. ■ To know information can be retrieved from books and computers ■ Give meaning to the marks as they draw/write and paint ■ To link some letters and sounds 	<ul style="list-style-type: none"> ■ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books ■ Continue a rhyming string ■ Linking sounds to letters ■ Names and sounds the letters of the alphabet ■ Writes own name independently and some labels. ■ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
UW	<ul style="list-style-type: none"> ■ To talk about some things, they have observed such as natural and found objects ■ Show care and concern for living things and the environment ■ Develop an understanding of growth and decay ■ Show an interest in different occupations ■ Starting to enjoy family customs and festivals – particular to their family e.g. visits to church, temple, special places ■ Computing focus – using internet to find out information e.g. about living thing: bugs, occupations ■ Know information can be retrieved from computers ■ Completes a simple programme on the computer 	<ul style="list-style-type: none"> ■ Show an interest in different occupations ■ Starting to enjoy family customs and festivals - Eid ■ Look closely at similarities, differences, patterns and change ■ Talk about why things happen and how things work. ■ Use ICT hardware to interact with age appropriate software. ■ Computing focus – using iPads: for simple games e.g. phonics, art work and playing videos/songs using ■ QR codes.
EAD	<ul style="list-style-type: none"> ■ Explore the sounds of different instruments ■ Construct with a purpose in mind using a variety of resources ■ Create simple representations of events, people and objects. ■ Mixing colours more independently ■ Manipulates materials to achieve a planned effect. ■ Art focus - Printing 	<ul style="list-style-type: none"> ■ Understands that different media can be combined to create new effects – drawing and collage etc. ■ Selects resources and adapts work where necessary ■ Play cooperatively as part of a group to develop and act out a narrative. ■ Manipulate materials to achieve the right effect. ■ Art focus - Textiles

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Reception

	Autumn 1	Autumn 2
PSED	<ul style="list-style-type: none"> ■ Ourselves ■ Positive relationships – School Family ■ Understanding own feelings ■ Building relationships/taking turns/sharing 	<ul style="list-style-type: none"> ■ Understanding rules – work as part of class ■ Understanding the feelings of others ■ Agreed codes of behaviour ■ Express needs and feeling appropriately – say when need help
C & L	<ul style="list-style-type: none"> ■ Sitting quietly during activities ■ Talking about what they have done and how they have done something ■ Talking about feelings 	<ul style="list-style-type: none"> ■ Attention and Concentration ■ Introduce a story line into their play ■ Use language linked to familiar stories
PD	<ul style="list-style-type: none"> ■ Move confidently showing awareness of space ■ Move with confidence and imagination ■ Handles tools objects construction, malleable materials ■ Showing a preference for a dominant hand ■ Beginning to form recognisable letters ■ Show an understanding of the need for safety. ■ Hold a pencil correctly ■ Manage their own hygiene; dressing and toileting 	<ul style="list-style-type: none"> ■ Fine motor control through daily 'funky fingers' activities ■ Show increasing control over an object in pushing and patting, throwing and catching ■ Travels with confidence and skill around, under, over and through balancing and climbing equipment
Maths	<ul style="list-style-type: none"> ■ Recognising, Saying and Counting with numbers to 20 ■ Using everyday language to talk about size ■ Recognising and naming 2D shapes. 	<ul style="list-style-type: none"> ■ Recognising numbers/Careful Counting/adding/subtracting ■ Ordering numbers 1 to 20 ■ Patterns/sequences ■ Comparing lengths ■ Using everyday language to talk about position
Literacy	<ul style="list-style-type: none"> ■ Recognising and writing names ■ Recognising single phonemes/initial sounds ■ Attempting to record on their work ■ Listen to and join in with stories rhymes and poems 	<ul style="list-style-type: none"> ■ Hearing and saying sounds in words ■ Represent some sounds correctly in writing. ■ Using phonic knowledge to decode regular words and read them aloud accurately. ■ Hold a pencil and use it effectively ■ Listen to and join in with stories, rhymes and poems.
UW	<ul style="list-style-type: none"> ■ Ourselves ■ School Family ■ Explore Surroundings ■ Jobs/Roles of others ■ School Family Jobs ■ Different cultures ■ Autumn ■ Diwali ■ Halloween School technology ■ Whiteboard ■ IPad 	<ul style="list-style-type: none"> ■ Bonfire Night ■ Looking closely at patterns and change ■ Observational drawings ■ Eid ■ Advent ■ Hanukah

	Autumn 1	Autumn 2
EAD	<ul style="list-style-type: none"> ■ Constructs with a purpose in mind using a variety of resources ■ Selects appropriate resources and adapts work where necessary ■ Mixing colours 	<ul style="list-style-type: none"> ■ Explore different media to create Christmas cards/Calendars ■ Build a repertoire of songs and dances i.e. fireworks, autumn leaves. ■ Explore different sounds of instruments. ■ Create simple representations of events people and objects. ■ Experiment to create different textures.

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Reception

	Spring 1	Spring 2
PSED	<ul style="list-style-type: none"> Confident to try new activities and say when they do or don't need help Say whether they like an activity more than others Talk about their own and others behaviour and whether this is acceptable 	<ul style="list-style-type: none"> Re-enforcing codes of behaviour Consider consequences of words and actions
C & L	<ul style="list-style-type: none"> Listening to stories and anticipating key events Answering how and why questions about experiences Answering how and why questions in response to stories and events Use language to recreate roles and experiences 	<ul style="list-style-type: none"> Use correct tense when talking about events in the past or in the future. Listen and recall stories and predict what might happen. Retell key events and details of stories. Listen and respond to other children. Answer 'how' and 'what' questions about stories.
PD	<ul style="list-style-type: none"> Hold a pencil correctly for writing Ongoing fine motor control Show an understanding for the need for safety of self and others Using small and large equipment showing a range of basic skills 	<ul style="list-style-type: none"> Talk about how to keep healthy and safe Travel around, under, over, through balancing and climbing equipment
Maths	<ul style="list-style-type: none"> Positional Language One less Language to describe shape and size of solid and flat shapes Sequence (times) Money 	<ul style="list-style-type: none"> Relate addition by combining two groups Relate subtraction to taking away Time Use vocabulary involved in adding and subtracting
Literacy	<ul style="list-style-type: none"> Showing understanding of elements of stories Read/write some common irregular words Letters and Sounds Phase 2/3 Form recognisable letters most of which correctly formed 	<ul style="list-style-type: none"> Write words which match their spoken sounds Write several sentences and use longer sentences Retelling stories in the correct order Talk about stories they have heard
UW	<ul style="list-style-type: none"> Winter animals Observational drawings Similarities and differences Talks about features of own environment ICT Programmable Toys Valentines Chinese New year Pancake Day 	<ul style="list-style-type: none"> Springtime changes Mothering Sunday Spring New Born Young animals Farm animals Look at patterns/change Easter Understanding that children don't always like the same things or have the same beliefs

	Spring 1	Spring 2
EAD	<ul style="list-style-type: none"> ■ Sing songs and experiment with ways of changing them ■ Recognise and explore how sounds can be changed ■ Recognise sounds and sound patterns ■ Representing their own ideas and thoughts through music and role play ■ Chinese art ■ Valentine cards etc 	<ul style="list-style-type: none"> ■ Making Musical instruments ■ Hat making/Easter bonnets ■ Exploring media to make Easter cards ■ Use what they have learnt about media and materials in original ways thinking about uses and purposes

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Reception

	Summer 1	Summer 2
PSED	<ul style="list-style-type: none"> To negotiate and solve problems without aggression To talk about their own feelings and behaviour 	<ul style="list-style-type: none"> Work as part of a group or class and understand the rules. To adjust their behaviour to different situations
C & L	<ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet. To talk about ways to keep healthy and safe Bat and ball skills 	
PD	<ul style="list-style-type: none"> To answer how and why questions about their experiences and in response to stories. Children express themselves effectively showing awareness of listeners needs. 	<ul style="list-style-type: none"> Use past, present and future forms accurately when talking. Develop their own narrative and explanations linked to 'talk for write' stories
Maths	<ul style="list-style-type: none"> Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Add and subtract 2 single digit numbers by counting on or counting back. 	<ul style="list-style-type: none"> Solving mathematical problems including doubling, halving and sharing. Use every day mathematical language linked to time including days of the week and seasons
Literacy	<ul style="list-style-type: none"> Letters and Sounds Phase 3/4/5 Read and understand simple sentences. Use phonic knowledge to decode regular words and some common regular words. Write simple sentences that can be read by themselves and others 	<ul style="list-style-type: none"> Letters and Sounds Phase 3/4/5 Use phonic knowledge to write simple words/sentences Read simple and complex words/Sentences They demonstrate an understanding when talking to others about what they have read. To write some irregular common words.
UW	<ul style="list-style-type: none"> Make observations of animals and plants and explain why somethings occur and talk about changes. Use forest school activities to promote outdoor learning 	<ul style="list-style-type: none"> Select and use technology for a particular purpose. They develop a sensitivity to other children's likes and needs.
EAD	<ul style="list-style-type: none"> Express and communicating ideas through artwork, drama, music, using range of materials, role play designing etc. 	

