

## EYFS Curriculum Mapping

Autumn: Speaking and Listening Build relevant, challenging vocabulary into activities in all areas	Resources / activities
<ul style="list-style-type: none"> <li>• Listen and respond to others.</li> <li>• Ask and answer questions.</li> <li>• Listen to rhymes.</li> <li>• Identify and create a rhyming and alliterative string.</li> <li>• Listen to a range of traditional tales.</li> <li>• Use story language in role play - imagine and recreate roles and experiences in play situations.</li> <li>• Know 2 stories by heart.</li> <li>• Use pictures to tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>•When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. “mmmmummy”, “shshshshadow”, “K-K-K-KKaty”.</li> <li>•Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape.</li> <li>•Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.</li> <li>•When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. ‘Hickory Dickory boot, The mouse ran down the...</li> <li>•Set up a listening area where children can enjoy rhymes and stories.</li> <li>•Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as ‘Tommy Thumb’.</li> <li>•Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.</li> <li>•Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task</li> <li>•Give time for children to initiate discussions from shared experiences and have conversations with each other.</li> <li>•Give thinking time for children to decide what they want to say and how they will say it. •Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</li> <li>•Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</li> <li>•Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.</li> <li>•Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</li> <li>•Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</li> </ul>
<p style="text-align: center;"><b>Spring: Speaking and Listening</b> Build relevant, challenging vocabulary into activities in all areas</p> <ul style="list-style-type: none"> <li>• Express ideas.</li> <li>• Maintain attention, concentrate and sit quietly during appropriate activity.</li> <li>• Two-channelled attention – listen and do for short span.</li> <li>• Create own stories orally/ in role play and pictorially.</li> <li>• Introduce a storyline or narrative into their play</li> <li>• Link statements and sticks to a main theme or intention.</li> <li>• Know 2 more stories to know by heart.</li> </ul>	
<p style="text-align: center;"><b>Summer: Speaking and Listening</b> Build relevant, challenging vocabulary into activities in all areas</p> <ul style="list-style-type: none"> <li>• Use wider vocabulary and ask if unsure of what something means.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Talk about the character and plot of a story.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Respond to instructions involving a two-part sequence. Understand humour, e.g. nonsense rhymes, jokes.</li> <li>• Follow a story without pictures or props.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Know 2 more stories by heart.</li> </ul>	
<p><b>Reception Intended Outcomes (Early Learning Goals)</b></p> <p><b>Listening and Attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><b>Understanding:</b> Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	
<p><b>Exceeding Descriptor</b></p> <p><b>Listening and attention:</b> Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p> <p><b>Understanding:</b> After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> <p><b>Speaking:</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	

# EYFS Curriculum Mapping

Areas to be taught		
Autumn: Reading	Common Irregular words	Resources / activities
<ul style="list-style-type: none"> <li>Recap Phase 1 letters and sounds.</li> <li>Learn set 1 RWI sounds, including introduction to double letters and ck.</li> <li>Read some common irregular words.</li> <li>Orally blend and segment cvc words.</li> <li>Use pictures to tell a story.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	I to of my the no said of	<ul style="list-style-type: none"> <li>Discuss and model ways of finding out information from non-fiction texts.</li> <li>Provide story sacks and boxes and make them with the children for use in the setting and at home.</li> <li>Encourage children to recall words they see frequently, such as their own and friends' names.</li> <li>Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'</li> <li>Play games like word letter bingo to develop children's phoneme-grapheme correspondence.</li> <li>Model to children how simple words can be segmented into sounds and blended together to make words.</li> </ul>
<p style="text-align: center;"><b>Spring: Reading</b></p> <ul style="list-style-type: none"> <li>Learn RWI phase 2 sounds.</li> <li>Blend and read cvc words (including using some digraphs and trigraphs learnt so far).</li> <li>Read simple sentences that are consistent with their phonic ability.</li> <li>Read an increasing range of common irregular words</li> <li>Begin to read fiction, poetry and non-fiction books.</li> <li>Know that information can be retrieved from books and computers.</li> <li>Exceeding expectation: Begin to learn RWI set 3 sounds ; Read cvcc/ ccvc words.</li> </ul>	he she we me be was you they are	
<p style="text-align: center;"><b>Summer: Reading</b></p> <ul style="list-style-type: none"> <li>Be able to say set 1 and 2 RWI sounds</li> <li>Use phonics knowledge to decode regular words consistent with set 1 and 2 read, write inc phonemes</li> <li>Read aloud and understand simple sentences from books that are consistent with their phonic knowledge</li> <li>Talk about the characters and main events of a story.</li> <li>Read an increasing range of common irregular words</li> <li>Read cvcc/ ccvc words.</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoy an increasing range of books.</li> <li>Begin to learn RWI set 3 sounds</li> <li>Exceeding expectation: Read words containing some set 3 RWI phonemes; read words of more than one syllable</li> </ul>	your go no so do is	

### Reception Intended Outcomes

Early Learning Goal 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.

### Exceeding Descriptor

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 unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

# EYFS Curriculum Mapping

Areas to be taught Autumn: Writing	Resources / activities
<ul style="list-style-type: none"> <li>• Give meaning to marks they make as they draw, write and paint.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Continue a rhyming string.</li> <li>• Hears and says the initial sound in words</li> <li>• Orally blend and segment cvc words.</li> <li>• Begin to break the flow of speech into words</li> <li>• Writes own name</li> </ul>	<ul style="list-style-type: none"> <li>• Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.</li> <li>• Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.</li> <li>• Model writing poems and short stories, writing down ideas suggested by the children.</li> <li>• Provide activities during which children will experiment with writing, for example, leaving a message.</li> <li>• Include opportunities for writing during role-play and other activities.</li> <li>• Encourage the children to use their phonic knowledge when writing.</li> <li>• Provide word banks and writing resources for both indoor and outdoor play.</li> <li>• Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>• Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</li> <li>• Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</li> </ul>
<b>Spring: Writing</b>	
<ul style="list-style-type: none"> <li>• Read and write simple sentences and check them.</li> <li>• Use vocabulary 'then', 'and', 'because' to extend sentences.</li> <li>• Orally rehearse sentences prior to writing.</li> <li>• Spell CVC words using set 1 sounds</li> <li>• Spell common exception words (specify minimum number of CEWs)</li> <li>• Write a simple dictated sentence every day.</li> <li>• Begin to write simple phrases and or simple sentences</li> </ul>	
<b>Summer: Writing</b>	
<ul style="list-style-type: none"> <li>• Begin to read and spell words with adjacent consonants e.g. trap, string and milk. (see guidance phase 4 letters and sounds)</li> <li>• Write short sentences in meaningful contexts.</li> <li>• Begin to write longer texts of more than one sentence in a variety of genres e.g. story, lists, label, caption, explanation, instructions.</li> <li>• Spell cvc words using set 1 and some 2 sounds.</li> <li>• Write recognisable letters, most of which are correctly formed;</li> </ul>	
<b>Reception Intended Outcomes</b>	
<p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<b>Exceeding Descriptor</b>	
<p><b>Writing:</b> 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>	

# EYFS Curriculum Mapping

Areas to be taught Autumn: Handwriting	Resources / activities
Write name in school script Correct letter formation handwriting group c, a, o, d, g, s, f	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Whiteboards</li> <li>• Fingers in sand and other materials</li> <li>• Paint/chalk/pencils/pens</li> <li>• Fine Motor Skills activities – tweezers/rice etc</li> <li>• Teach correct sitting position</li> <li>• Teach correct pencil grip</li> </ul>
Spring: Handwriting	
Hold a pencil effectively Correct letter formation handwriting group l, t, h, b, n, m, r, p, k	
Summer: Handwriting	
Hold pencil correctly; sit correctly for writing Correct letter formation all remaining letters  Exceeding– join set 2 sounds (ay etc)	
<b>Reception Intended Outcomes</b>	
Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	
<b>Exceeding Descriptor</b>	
<b>Moving and handling:</b> They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	