

# Cherry Hinton Primary School Long Term EYFS Curriculum Map – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Autumn	Bright Lights, Dark Night	Explorers	Growing	Blossom, Bugs and Butterflies.	Castles Fairy tales and Forests
Possible Texts linked to area of learning	Little Red Hen The Enormous Turnip	Hansel and Gretel The Magic Porridge Pot Whatever Next A Dark Dark Tale The Nativity Owl Babies	Three Little Pigs Three Billy Goats Gruff The Way Back Home Blue Penguin We're Going on a Bear Hunt The Highway Rat	Jack and the Beanstalk; Chicken Licken Dear Zoo The stickman The Hairy Toe Chocolate Rain	Super Worm, Jasper's Beanstalk; The Very Hungry Caterpillar The White Hen and The Fox, The Elves and the Shoemaker	The Gingerbread Man; Goldilocks The Giant Jam Sandwich The Gruffalo The tiger who came to tea Farmer Duck
Nursery Rhymes REVISIT: Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock Incy Wincy Spider Twinkle Twinkle 12345 Once I Caught a Fish alive Five Little Peas Slowly Slowly goes the garden snail Peter Pointer (finger rhyme) Sleepy Bunnies Wind the bobbin up Copy me	Make a Circle Make it Round Handwashing Song Everybody do this Everybody tidy up For All Good Gifts Around Us For health and strength and daily bread 12345 Thank you God that we're alive Harvest soup Chant Autumn Leaves Poem Numbers Song 1-20	Christmas Songs Away in a manger 5 little owls Jingle Bells Christmas Pudding, Christmas Pudding, Steaming Hot, Steaming Hot We wish you a Merry Christmas Jump Jim Joe	5 little peas in a peapod pressed The very hungry caterpillar story Do You Like My Mashed Potato	Easter Songs Doubles rap Alice the camel has 1 hump Heads, Shoulders Knees and Toes	Caterpillar song Cucumber rap by Macca B Incy Wincy Spider	There was a princess long ago The sun has got his hat on
Possible Role Play	Home Corner, Restaurant	Wrapping station	Pizzeria	Garden Centre Bakery	Bug Café Jewellery Shop	Woodwork station/wood chopping Castle Court Yard
Key Experiences	<i>Meeting our new friends and teachers.</i>	Raptor Owls Hanukkah Christmas performance	Trees Matter Visit	Spring Performance Visit to St Andrew's Church	Trees Matter Visit	Sports Day
Seasonal Learning Opportunities	<i>Conkers/leaves Harvest</i>	Planting bulbs, fire-pit-marshmallows/sparklers, light/dark, shadows, collecting leaves. Bonfire night Classroom Visits and pranks during the panto	Winter – ice-snow, dark and light, tree silhouettes, bark rubbings, twigs. Chinese New Year	Rain, mud kitchen, planting seeds, observing blossoms, spring flowers, green leaves, frogspawn.	Sunshine, water play, planting vegetables, tree climbing, bugs, worms, bird identification. Watching caterpillars grow	Harvesting vegetables, bug hunts, identification of flowers/trees/birds, water play. Summer sun safety Transition to year 1
Whole school events	<i>Harvest festival</i>	Children in Need Friendship Week Book Week Advent Day Nativity	Piano Concert	Science week World Book Day	Piano Concert	Creative Arts Week Sports Day



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Within Reception the children are taught using a combination of focused teaching and child initiated play. The areas of learning are mapped out below showing the progression of skills and the sequence in which individual skills are taught. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded throughout the year and are built upon throughout the year.

<p><b>Personal Social and Emotional Development</b></p> <p>Self- regulation</p> <p>Managing self</p> <p>Building relationships</p>	<ul style="list-style-type: none"> <li>• Can show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Can set and work towards simple goals</li> <li>• Can wait for what they want and control their immediate impulses when appropriate.</li> <li>• Can listen to others and respond accordingly.</li> <li>• Can follow instructions involving several ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Is confident to try new activities and show independence.</li> <li>• Shows resilience and perseverance in the face of challenge.</li> <li>• Can explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Can manage their own basic hygiene and personal needs (dressing, going to the toilet and understanding the importance of healthy food choices/sleep/teeth cleaning.)</li> <li>• Can talk about self-using positive language and talk about abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Can work and play cooperatively and take turns with others.</li> <li>• Can form positive attachments to adults and make friendships with peers</li> <li>• Shows sensitivity to their own and to others' needs.</li> </ul>
<p><b>Physical development</b></p> <p>Gross motor skills</p> <p>Fine motor skills</p>	<ul style="list-style-type: none"> <li>• Can negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Can demonstrate strength, balance and coordination when playing.</li> <li>• Can move energetically- running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can hold a pencil effectively in preparation for fluent writing – using the tripod grip.</li> <li>• Can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Is beginning to show accuracy and care when drawing.</li> <li>• I can stick more accurately using Sellotape and glue</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use co-ordination when throwing, bouncing or kicking a ball.</li> <li>• Can safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Developing core strength to sit a table/on carpet with good posture.</li> </ul>
<p><b>Communication and Language</b></p> <p>Listening</p> <p>Attention</p> <p>Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>• Can listen with increasing attention and recall.</li> <li>• Can maintain attention and starts to sit quietly when appropriate.</li> <li>• Can listen and concentrate for a short time span.</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow directions and instructions.</li> <li>• Can develop narratives by connecting ideas.</li> <li>• Can understand humour.</li> <li>• Can respond to instructions including two part sequences.</li> <li>• Investigates senses and starts to answer how and why questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can join in with rhymes, rhythms and refrains.</li> <li>• Can use talk to organise, sequence and clarify ideas in small groups and 1-1</li> <li>• Use new vocabulary in context.</li> </ul>



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<p><b>Literacy</b></p> <p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> <li>• Can write own name.</li> <li>• Can label items with key sounds</li> <li>• Can sound out and write words.</li> <li>• Can write simple captions.</li> <li>• Can write recognisable letters, most of which are correctly formed</li> <li>• Can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Can write simple phrases and sentences that can be read by others.</li> </ul>		<ul style="list-style-type: none"> <li>• Can orally blend and read 2 or 3 letter words</li> <li>• Can say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Can read aloud simple sentences and books that are consistent with their phonic knowledge, including some “tricky” words.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Can predict what might happen next in a story</li> <li>• Can use and understand recently introduced vocabulary during discussions.</li> </ul>		
<p><b>Phonics</b></p>	<p>Phase 1 skills Phase 2 sounds: s a t p i n m d g o c k c k e u r h b f l Phase 2 tricky words: is l the Teach blending and segmenting</p>	<p>Phase 1 skills Recap sounds Phase 2 sounds: ff ll ss j v w x y z zz qu ch sh th ng nk s ending Recap tricky words Phase 3 tricky words: as and has his her go no to into she he of we me be Teach the alphabet</p>	<p>Recap sounds Phase 3 sounds: ai ee igh oa oo oo ar or ur ow oi er air er Double letters dd mm tt bb rr gg pp ff Longer words Recap tricky words Phase 3 tricky words: was you they my by all are sure pure Teach letter names</p>	<p>Recap sounds, double letters, longer words Phase 3: ing ending Compound words Longer words s in the middle s ending es ending Recap tricky words Secure spelling Teach capital letters</p>	<p>Recap sounds Phase 4: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in ing ed est Recap tricky words Phase 4 tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Recap sounds Phase 4: Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending s and es Longer words Root words ending in ing ed Recap tricky words Secure spelling</p>
<p><b>Mathematics</b></p> <p>Number</p> <p>Numerical patterns</p> <p>Shape, space and measure</p>	<p>Number</p> <ul style="list-style-type: none"> <li>• Can count and recognise numbers to 10.</li> <li>• Can recognise quantities without counting (up to 5)</li> <li>• Can recall number bonds to 5 including subtraction facts.</li> <li>• Can recall some number bonds to 10</li> <li>• Can recall some doubles.</li> <li>• Can identify one more.</li> <li>• Can identify one less.</li> </ul>		<p>Numerical patterns</p> <ul style="list-style-type: none"> <li>• Can count beyond 10 recognising the pattern in the system.</li> <li>• Can continue a simple repeating pattern</li> <li>• Can compare quantities to ten and recognise greater than and less than.</li> <li>• Can see patterns in numbers to 10 including odds and evens and doubles.</li> </ul>	<p>Shape, space and measure</p> <ul style="list-style-type: none"> <li>• Is beginning to order familiar events.</li> <li>• Can use everyday language of time.</li> <li>• Can compare length, capacity and weight</li> </ul>		

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<p><b>Understanding the World</b> Past and Present</p> <p>People, community, Culture</p> <p>Natural world</p>	<ul style="list-style-type: none"> <li>• Can talk about members of their immediate family and community.</li> <li>• Can name and describe people who are familiar to them.</li> <li>• Can comment on images of familiar situations in the past.</li> <li>• Can compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw information from a simple map.</li> <li>• Can understand that some places are special to members of their community.</li> <li>• Can understand that people have different beliefs and celebrate special times in different ways.</li> <li>• Can recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explore the natural world around them.</li> <li>• Can describe what they see, hear and feel whilst outside.</li> <li>• Can recognise some environments that are different to the one in which they live.</li> <li>• Can understand the effect of changing seasons on the natural world around them.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Can develop storylines in their pretend play.</li> <li>• Can watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Can create collaboratively sharing ideas, resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Can return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Can use a range of media to make drawings, paintings and models. Experiment in mixing secondary colours</li> <li>• I can create a repeating pattern in print.</li> <li>• I can name the primary colours and am able</li> <li>• I can draw a face with some detail</li> <li>• I can draw a figure</li> <li>• I can use paint and clean my brush by dipping it in water</li> <li>• I can draw from life e.g. found objects on a nature walk</li> </ul>	<ul style="list-style-type: none"> <li>• Can sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Can explore and engage in music making and dance, performing solo or in groups.</li> <li>• Can listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul>