

## Reception Curriculum Mapping

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning, set out below:

**The prime areas of learning:** communication and language, physical development, personal, social and emotional development

**The specific areas of learning:** literacy, mathematics, understanding the world, expressive arts and design

**Characteristics of effective learning:** playing and exploring, active learning, creating and thinking critically

Term	Topic	Possible Coverage of EYFS Objectives
Term 1 Autumn	Ourselves & Black History Month	<p><b>Personal, Social and Emotional Development</b> Confident to try new activities, and say why they like some activities more than others. [SC&amp;SA] Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. [SC&amp;SA] 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. [MF&amp;B]</p> <p><b>Physical Development</b> Show good control and co-ordination in large and small movements. [M&amp;H] Move confidently in a range of ways, safely negotiating space. [M&amp;H]</p> <p><b>Maths</b> 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. [N] Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. [SS&amp;M]</p> <p><b>Understanding the World</b> Talk about past and present events in their own lives and in the lives of family members. [P&amp;C] Make observations of animals and plants and explain why some things occur, and talk about changes. [TW] Know about similarities and differences in relation to places, objects, materials and living things. [TW] Talk about features of their own immediate environment and how environments might vary from one another [TW]</p> <p><b>Expressive Arts and Design</b> Safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form, function. [EUM&amp;M] Sing songs, make music and dance, and experiment with ways of changing them. [EUM&amp;M]</p>
	Dinosaurs	<p><b>Personal, Social and Emotional Development</b> Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity [SC&amp;SA] Adjust their behaviour to different situations, and take changes of routine in their stride. [MF&amp;B] Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children [MR] Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity [SC&amp;SA] Confident to try new activities, and say why they like some activities more than others. [SC&amp;SA] Adjust their behaviour to different situations, and take changes of routine in their stride. [MF&amp;B]</p> <p><b>Physical Development</b> Show good control and co-ordination in large and small movements. [M&amp;H] Move confidently in a range of ways, safely negotiating space. [M&amp;H] Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe [H&amp;SC]</p> <p><b>Mathematics</b> 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. [N] Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. [N] Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems [SS&amp;M]</p> <p><b>Understanding of the World</b> Know about similarities and differences in relation to places, objects, materials and living things. [UW] Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EuM&amp;M] Use what they have learnt about media and materials in original ways, thinking about uses and purposes. [BI] Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories [BI] Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EuM&amp;M] Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories [BI]</p>

Term 2 Spring	Space Famous People - Neil Armstrong	<p><b>Personal, Social and Emotional Development</b> Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. [MR]</p> <p>Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. [SC&amp;SA]</p> <p>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. [MF&amp;B]; Work as part of a group or class, and understand and follow the rules [MF&amp;B]</p> <p><b>Physical Development</b> Show good control and co-ordination in large and small movements. [MH]</p> <p>Move confidently in a range of ways, safely negotiating space. [MH]</p> <p>Handle equipment and tools effectively, including pencils for writing. [MH]</p> <p><b>Maths</b> 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. [N]</p> <p>Solve problems, including doubling, halving and sharing. [N]</p> <p>Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer [N]</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them [SS&amp;M]</p> <p><b>Understanding the World</b> Talk about past and present events in their own lives and in the lives of family members. [P&amp;C]</p> <p>Talk about why things happen and how things work. [TW]</p> <p>Know about similarities and differences in relation to places, objects, materials and living things. [TW]</p> <p>Talk about features of their own immediate environment and how environments might vary from one another. [TW] Make observations of animals and plants (and materials) and explain why some things occur, and talk about changes. [TW]</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M]</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. [BI]</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. [BI] Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M]</p>
	Space Famous People - Neil Armstrong	<p><b>Personal, Social and Emotional Development</b> 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. [MF&amp;B]</p> <p>Show sensitivity to others' needs and feelings and form positive relationships with adults and other children. [MR] Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. [SC&amp;SA]</p> <p>Work as part of a group or class, and understand and follow the rules. [MF&amp;B]</p> <p><b>Physical Development</b></p> <p>Show good control and co-ordination in large and small movements [MH]; Move confidently in a range of ways, safely negotiating space [MH]</p> <p><b>Mathematics</b></p> <p>Recognise, create and describe patterns [SS&amp;M]; Explore characteristics of everyday objects and shapes and use mathematical language to describe them. [SS&amp;M] Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. [SS&amp;M]</p> <p><b>Understanding the World</b></p> <p>Know about similarities and differences in relation to places, objects, materials and living things. [TW]; Talk about features of their own immediate environment and how environments might vary from one another. [TW] Talk about why things happen and how things work. [TW]</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M]</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. [BI]</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. [BI]</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M]</p>

Term 3 Summer	Minibeast	<p><b>Personal, Social and Emotional Development</b> Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. [SC&amp;SA]; Work as part of a group or class, and understand and follow the rules. [MF&amp;B]; Play co-operatively, taking turns with others. [MR]; Take account of one another's ideas about how to organise their activity. [MR]]</p> <p><b>Physical Development</b> Show good control and co-ordination in large and small movements. [MH]; Move confidently in a range of ways, safely negotiating space. [MH]; Handle equipment and tools effectively, including pencils for writing. [MH]</p> <p><b>Maths</b> Recognise, create and describe patterns. [SS&amp;M]; Explore characteristics of everyday objects and shapes and use mathematical language to describe them. [SS&amp;M] Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. [SS&amp;M];</p> <p><b>Understanding the World</b> Know about similarities and differences in relation to places, objects, materials and living things. [TW]; Talk about features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants, and explain why some things occur, and talk about changes. [TW]</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M] Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. [BI]</p>
	TraditonalTales (Castles)	<p><b>Personal, Social and Emotional Development</b> Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity. [SC&amp;SA]; Talk about how they and others show feelings. [MF&amp;B] Talk about how they and others show feelings. [MF&amp;B]; Work as part of a group or class, and understand and follow the rules. [MF&amp;B]; Play co-operatively, taking turns with others. [MR]; Take account of one another's ideas about how to organise their activity. [MR]</p> <p><b>Physical Development</b> Show good control and co-ordination in large and small movements. [MH]; Move confidently in a range of ways, safely negotiating space. [MH]; Handle equipment and tools effectively, including pencils for writing. [MH]</p> <p><b>Maths</b> Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. [SS&amp;M]; Recognise, create and describe patterns. [SS&amp;M]; Explore characteristics of everyday objects and shapes and use mathematical language to describe them. [SS&amp;M] Use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. [SS&amp;M]; 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. [N]; Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. [N]; Solve problems, including doubling, halving and sharing. [N]</p> <p><b>Understanding the World</b> Talk about past and present events in their own lives and in the lives of family members. [P&amp;C]; Know about similarities and differences in relation to places, objects, materials and living things. [TW]; Talk about features of their own immediate environment and how environments might vary from one another. [TW] Talk about why things happen and how things work. [TW]; Make observations of animals and plants, and explain why some things occur, and talk about changes. [TW]</p> <p><b>Expressive Arts and Design</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [EUM&amp;M] Use what they have learnt about media and materials in original ways, thinking about uses and purposes. [BI]; Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. [BI]</p>