



THE  
ROBERT DRAKE  
PRIMARY SCHOOL

# Early Years Foundation Stage Curriculum Map 2024-2025

Subject	Key <b>Blue- links to Computing</b> <b>Yellow links to e-safety</b> <b>Green- links to PSHE Vocab</b> <b>Pink- links to Protected Characteristics</b> <b>Red- links to British Values</b> For further details see individual curriculum maps <span style="float: right;">The end goals for EYFS are the Early Learning Goals</span>		
Themes	<b>Autumn</b> Friendships Our school All about me Seasons-Autumn	<b>Spring</b> Celebrations and festivals Animals & Our World Seasons-Spring	<b>Summer ELG's</b> On the farm Minibeasts Seasons-Summer
	Superheroes- people who help us Celebrations and festivals Seasons-Winter	Traditional tales	Under the sea Pirates
Communication and Language (PRIME)  Key learning	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important;</li> <li>Learn new vocabulary.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day</li> <li>Develop social phrases.</li> </ul> <p><b>Understanding what a computer is and what it can be used for.</b></p>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Engage in non-fiction books.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Use a range of connectives and describe events in some detail;</li> <li>Retell a story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>Ask questions and use new vocabulary in different contexts.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

<p>Personal, Social &amp; Emotional Development (PRIME)</p> <p>Key learning</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> </ul> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others;</li> <li>• Show resilience and perseverance in the face of challenge.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual;</li> <li>• Manage their own needs;</li> <li>• Personal Hygiene- teeth brushing</li> </ul> <p>Individual Liberty, Democracy, Rule of Law Special different and unique Religion or Belief, Race, special different and unique</p>	<p>Understanding what a username and password is and how they are used to access a computer and to access online.</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> </ul> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- Regular physical activity;</li> <li>- Healthy eating;</li> <li>- Teeth brushing;</li> <li>- Sensible amounts of 'screen time';</li> <li>- Having a good sleep routine;</li> <li>- Being a safe pedestrian.</li> </ul> </li> </ul> <p>Tolerance of those with different faiths and religions Special different and unique sex, marriage</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene (brushing teeth) and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Mutal respect Special different and unique Age, disability Understanding about not talking to a stranger when online. Recognise that sharing details online is not safe. Talking to adults when something upsets them.</p>
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Physical Development (PRIME)

Key learning

**Gross Motor Skills:**

- Revise the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor;
- Combine different movements with ease and fluency;
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group;
- Develop overall body-strength, balance, co-ordination and agility;
- Further develop and refine a range of ball skills including: throwing, catching, kicking, and passing;
- Develop confidence and competence when engaging in activities that involve a ball;
- Further develop the skills they need to manage the school day successfully, including lining up, queuing and at mealtimes.

The children will be using Squiggle while you Wiggle to develop and improve their larger muscles and core muscle strength which will enable them to form and practise their letter formation.

**Fine Motor Skills:**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons;
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

The children will be using Squiggle while you Wiggle and Dough Disco to develop and improve their muscle strength in their fingers and practise their letter formation.

Autumn Term: Using different types of technology and developing keyboard and mouse skills

**Gross Motor Skills:**

- Refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control and grace;
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming;
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming;
- Develop competence, precision and accuracy when engaging in activities that involve a ball;

The children will be using Squiggle while you Wiggle to develop and improve their larger muscles and core muscle strength which will enable them to form and practise their letter formation.

**Gross Motor Skills:**

- 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, hopping, skipping and climbing.

**Fine Motor Skills:**

- 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><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Introduction to P.E Unit 1: Stopping and Starting and Sharing Equipment; (Weds)</li> <li>• Gymnastics Unit 1 &amp; 2: Basic Movements, Shapes and Balances; (thurs)</li> <li>• Ball Skills Unit 1: Rolling, Throwing, Bouncing and Catching. (Weds)</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Introduction to P.E Unit 2: Simple Games and Rules; (Weds)</li> <li>• Dance Unit 1 &amp; 2: Travelling Movements, (Thurs)</li> <li>• Fundamental Movements P.E Skills Unit: Balancing, Running and Changing direction. (Weds)</li> </ul>	<p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Games: Unit 1 &amp; 2 Score and Play by the Rules, (Thurs)</li> <li>• Ball Skills Unit 2: Dribbling with Feet and Kicking; (Weds)</li> <li>• Fundamental Movement P.E Skills Unit 2: Travelling and Changing Direction (Weds)</li> </ul>
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<p>Literacy (SPECIFIC)</p> <p>Key learning</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Reread books to build up their confidence in word reading, their fluency, and their understanding and enjoyment.</li> </ul> <p>Children will visit the library weekly to exchange books to share at home and in school.</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Reread what they have written to check that it makes sense.</li> </ul> <p>Children will visit the library weekly to exchange books to share at home and in school.</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>
	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them;</li> <li>• Blend sounds into words, so that they can read short words made up of known letter sounds correspondences;</li> <li>• Read some letter groups that each represent one sound and say the sound for them;</li> <li>• Read a few common exception words matched to the school's phonic programme;</li> <li>• Read simple phrases and sentences made up of words with known letter sounds correspondences, and where necessary, a few exception words.</li> </ul>		

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> </ul> <p>Children will use Drawing Club to mark make and write initial sounds to share their ideas and interests.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write short sentences with words with known letter sounds correspondences using a capital letter and a full stop;</li> <li>Spell words by identifying the sounds and then writing the sounds with letter/s.</li> </ul> <p>Children will use Drawing Club to mark make and write initial sounds to share their ideas and interests.</p>	<p>Children will use Drawing Club to write initial sounds and sentences to share their ideas and interests.</p>
<p>Phonics Key learning</p>	<p>See Phonics Progression Document on the school's website</p>		
<ul style="list-style-type: none"> <li>See Monster Phonics Term 1.</li> </ul> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th(v), th, ng, oo (long), ar.</p> <p>a, at, as, in, it, is, l, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said.</p>	<ul style="list-style-type: none"> <li>See Monster Phonics Term 2.</li> </ul> <p>oo (u), ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure.</p> <p>look, now, down, see, going, just, have, it's, do, so, come, some, were, one, like, by, when, little, what, day, away, play, children.</p>	<ul style="list-style-type: none"> <li>See Monster Phonics Term 3.</li> </ul> <p>CVCC, CCVC, CVC+ (with previously taught graphemes), CCVCC, CVC+ (polysyllabic), CVC+ (compounds), CCC (onset words), CCVCC+ (with previously taught graphemes), CVC+ HFW.</p>	

<p>Mathematics (SPECIFIC)</p> <p>Key learning</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Subitise;</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Count beyond ten;</li> <li>Compare numbers;</li> <li>Count objects, actions and sounds.</li> </ul> <p><b>Measure, Shape and Spatial Thinking:</b></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–5 and some to 10;</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship;</li> <li>between consecutive numbers.</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p>
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	<ul style="list-style-type: none"> <li>• Select and rotate shapes to develop spatial reasoning skills;</li> <li>• Continue and copy repeating patterns;</li> <li>• Compare length, weight and capacity.</li> </ul> <p>Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.</p>	<p><b>Measure, Shape and Spatial Thinking:</b></p> <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills;</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can;</li> <li>• Continue, copy and create repeating patterns;</li> <li>• Compare length, weight and capacity.</li> </ul> <p>Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.</p> <p>Children will be using NumBots as an enrichment to their maths teaching.</p>	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p>Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.</p> <p>Children will be using NumBots as an enrichment to their maths teaching.</p>
	<p><b>White Rose (see White Rose Autumn Plan)</b></p> <ol style="list-style-type: none"> <li>1. Just Like Me!</li> <li>2. It's Me 123!</li> <li>3. Light and Dark</li> </ol>	<p><b>White Rose (see White Rose Spring Plan)</b></p> <ol style="list-style-type: none"> <li>1. Alive in 5!</li> <li>2. Growing 6, 7, 8</li> <li>3. Building 9 &amp; 10</li> </ol>	<p><b>White Rose (see White Rose Summer Plan)</b></p> <ol style="list-style-type: none"> <li>1. To 20 and Beyond</li> <li>2. First Then Now</li> <li>3. Find my Pattern</li> <li>4. On the Move</li> </ol>

<p>Understanding the World (SPECIFIC)</p> <p>Key learning</p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul> <p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p> <p><b>People, Culture and Communities:</b></p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p> <p><b>People, Culture and Communities:</b></p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community;</li> <li>• Name and describe people who are familiar to them;</li> <li>• Draw information from a simple map;</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p>The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.</p> <p>The children will be introduced to a different Stem person of the week.</p> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them;</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul> <p>Family, Mum, Dad, Brother, Sister, Grandparents, Aunt, Uncle, Sharing, Boy, Girl, Good/bad choices, School Rules</p> <p>Mouse and keyboard skills</p>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community;</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p>The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.</p> <p>The children will be introduced to a different Stem person of the week.</p> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live;</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.</p> <p>The children will be introduced to a different Stem person of the week.</p> <p>Same, Different, Clean, Dirty, Washing, Brushing teeth, Getting dressed/undressed</p> <p>Logging on to the computer and completing an online programme</p>	<p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p> <p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>Bullying, Safe/unsafe, Money, notes, coins, Bank</p> <p>Programming using Bee-Bots (Algorithm) Comparing different technological devices.</p>
<p>Understanding the World (SPECIFIC)</p> <p>Festivals/ Celebrations:</p>	<ul style="list-style-type: none"> <li>• October- Black History Month</li> <li>• Halloween</li> <li>• Bonfire</li> <li>• 11/11 Remembrance Day</li> <li>• Diwali</li> <li>• Hanukkah</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• New Year's Eve</li> <li>• Children's Mental Health Week</li> <li>• Safer Internet Day</li> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> <li>• Valentine's Day</li> <li>• World Book Day</li> <li>• Holi</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Eid</li> <li>• St George's Day</li> </ul>

		<ul style="list-style-type: none"> <li>• St Patrick's Day</li> <li>• St David's Day</li> </ul>	
<p>Expressive Arts and Design (SPECIFIC)</p> <p>Key learning</p>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings;</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to music, expressing their feelings and responses;</li> <li>• Sing in a group increasingly matching the pitch and following the melody;</li> <li>• Develop storylines in their pretend play;</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them;</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>The children will be taking part in the Art challenge along with the rest of the school</p> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses;</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses;</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody;</li> <li>• Develop storylines in their pretend play;</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p>Using digital devices to record sounds. Using digital devices to record others digitally.</p>
Trips & Special Events	<p>EYFS Parent Workshop</p> <p>Parental Involvement Afternoon – phonics, squiggle and maths</p> <p>Phonics/fine motor skills</p> <p>Christmas Production</p> <p>Winter wonderland</p> <p>Food tasting/cooking</p>	<p>Food tasting/cooking</p> <p>St. Peter's Church – Baptism, Weddings</p> <p>road Safety Presentation</p>	<p>Barleylands Farm Trip</p> <p>Parent Involvement Afternoon</p> <p>Sports Day</p> <p>Summer Fete</p> <p>Food tasting/cooking</p>