

Howbridge Infant School EYFS Curriculum Map 2018-19

	Autumn 1 Getting to Know You	Autumn 2 Let's Celebrate	Spring 1 999	Spring 2 Brilliant Books	Summer 1 Dangerous Dinosaurs	Summer 2 Crazy Creatures
Personal, Social & Emotional Development	<p>To initiate conversations, attending to and taking account of what others say.</p> <p>To confidently speak to others about their own needs, wants, interests and opinions.</p> <p>To describe themselves in positive terms and talk about their abilities.</p> <p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>To show sensitivity to others needs and feelings and to form positive relationships with adults and other children.</p> <p>To understand that everyone is different and that everyone is special.</p> <p>To explain their own knowledge and understanding and ask appropriate questions of others.</p>	<p>To show sensitivity to others needs and feelings and to form positive relationships with adults and other children.</p> <p>To understand that everyone is different and that everyone is special.</p> <p>To begin to negotiate and solve problems without aggression.</p> <p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>To be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To adapt their behaviour to different events, social situations and changes in routine.</p> <p>To describe themselves in positive terms and talk about their abilities.</p> <p>To explain their own knowledge and understanding and ask appropriate questions of others.</p>	<p>To take steps to resolve conflicts with other children independently.</p> <p>To describe themselves in positive terms and talk about their abilities.</p> <p>To confidently speak to others about their own needs, wants, interests and opinions.</p> <p>To begin to negotiate and solve problems without aggression.</p> <p>To be more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To adapt their behaviour to different events, social situations and changes in routine.</p> <p>To understand that their own actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them.</p> <p>To explain their own knowledge and understanding and ask appropriate questions of others.</p>	<p>To confidently speak to others about their own needs, wants, interests and opinions.</p> <p>To describe themselves in positive terms and talk about their abilities.</p> <p>To understand that their own actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>To be able to negotiate and solve problems without aggression.</p> <p>To explain their own knowledge and understanding and ask appropriate questions of others.</p>	<p>To play co-operatively, taking turns with others.</p> <p>To take account of one another's ideas about how to organise their activity.</p> <p>To show sensitivity to others' needs and feelings and to form positive relationships with adults and other children.</p> <p>To be confident to try new activities and say why they like some activities more than others.</p> <p>To speak confidently in a familiar group and talk about their ideas.</p> <p>To choose the resources they need for their chosen activities.</p> <p>To say when they do or don't need help.</p> <p>To talk about how they and others show feelings.</p> <p>To talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>To work as part of a group or class and understand and follow the rules.</p> <p>To adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>To play co-operatively, taking turns with others.</p> <p>To take account of one another's ideas about how to organise their activity.</p> <p>To show sensitivity to others' needs and feelings and to form positive relationships with adults and other children.</p> <p>To be confident to try new activities and say why they like some activities more than others.</p> <p>To speak confidently in a familiar group and talk about their ideas.</p> <p>To choose the resources they need for their chosen activities.</p> <p>To say when they do or don't need help.</p> <p>To talk about how they and others show feelings.</p> <p>To talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>To work as part of a group or class and understand and follow the rules.</p> <p>To adjust their behaviour to different situations and take changes of routine in their stride.</p>

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Communication & Language	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To understand the use of objects.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To talk about different festivals and celebrations.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>To introduce a storyline or narrative into their play.</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>To demonstrate two-channelled attention (can listen and do for short span).</p> <p>To introduce a storyline or narrative into their play.</p>	<p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To demonstrate two-channelled attention (can listen and do for short span).</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To be able to follow a story without pictures or props.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To listen attentively in a range of situations.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To listen attentively in a range of situations.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>
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Physical Development	<p>To experiment with different ways of moving.</p> <p>To use simple tools to effect changes to materials.</p> <p>To show a preference for a dominate hand.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To stay dry and clean during the day.</p>	<p>To show good control and co-ordination in small and large movements.</p> <p>To understand how to keep safe when watching fireworks.</p> <p>To show an understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>To experiment with different ways of moving.</p> <p>To use simple tools to effect changes to materials.</p> <p>To show a preference for a dominate hand.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To stay dry and clean during the day.</p>	<p>To jump off an object and land appropriately.</p> <p>To show an understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>To show understanding of how to transport and store equipment safely.</p> <p>To practice some appropriate safety measures without direct supervision.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To use simple tools to effect changes to materials.</p>	<p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>To show an understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>To practice some appropriate safety measures without direct supervision.</p> <p>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>To use simple tools to effect changes to materials.</p> <p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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Literacy	<p>To continue a rhyming string.</p> <p>To give meanings to marks they make as they draw, write and paint.</p> <p>To write their own name.</p> <p>To hear and say the initial sounds in words.</p> <p>To know that information can be relayed in the form of print.</p>	<p>To continue a rhyming string.</p> <p>To know that information can be relayed in the form of print.</p> <p>To find out information from non-fiction books.</p> <p>To write their own name and other things such as labels and captions.</p> <p>To hear and say the initial sounds in words.</p> <p>To begin to read words and simple sentences.</p> <p>To link sounds to letters, naming and sounding letters of the alphabet.</p> <p>To give meanings to marks they make as they draw, write and paint.</p>	<p>To continue a rhyming string.</p> <p>To link sounds to letters, naming and sounding letters of the alphabet.</p> <p>To begin to read words and simple sentences.</p> <p>To enjoy an increasing range of books.</p> <p>To find out information from non-fiction books.</p> <p>To know that information can be retrieved from books and computers.</p> <p>To write their own name and other things such as labels and captions.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>To continue a rhyming string.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding letters of the alphabet.</p> <p>To begin to read words and simple sentences.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To enjoy an increasing range of books.</p> <p>To begin to break the flow of speech into words.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write their own name and other things such as labels and captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p>	<p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p> <p>To write simple sentences which can be read by themselves and others, where some words are spelt correctly and others are phonetically plausible.</p>	<p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p> <p>To write simple sentences which can be read by themselves and others, where some words are spelt correctly and others are phonetically plausible.</p>
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Mathematics	<p>To recognise numerals of personal significance.</p> <p>To recognise numerals from 0 up to 10 at least.</p> <p>To count up to 10 objects.</p> <p>To select the correct numeral to represent 0-10 objects at least.</p> <p>To use the language of more and fewer to compare sets of objects.</p> <p>To begin to use mathematical names for 2D and 3D shapes and mathematical terms to describe shapes.</p> <p>To begin to use everyday language related to money.</p>	<p>To recognise numerals from 0 up to 10 at least.</p> <p>To count objects to 20.</p> <p>To say which number is one more or one less than a given number.</p> <p>To use the language of more and fewer to compare sets of objects.</p> <p>To use everyday language to talk about time – days of the week, months, day and night.</p> <p>To use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>To begin to use everyday language related to money.</p> <p>To order two items by weight or capacity.</p> <p>To begin to use mathematical names for 2D and 3D shapes and mathematical terms to describe shapes.</p>	<p>To begin to recognise the numerals 0-20.</p> <p>To count objects to 20.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>To say which number is one more or one less than a given number.</p> <p>To use the language of more and fewer to compare sets of objects.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>To begin to use mathematical names for 2D and 3D shapes and mathematical terms to describe shapes.</p> <p>To begin to solve problems about money and time.</p> <p>To record, using marks that they can interpret and explain.</p> <p>To describe their relative position such as 'behind' or 'next to'.</p>	<p>To recognise the numerals 0-20.</p> <p>To estimate how many objects they can see and check by counting them.</p> <p>To use the language of more and fewer to compare sets of objects.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>To say which number is one more or one less than a given number.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>To record, using marks that they can interpret and explain.</p> <p>To begin to identify own mathematical problems based on own interests and fascinations.</p> <p>To describe their relative position such as 'behind' or 'next to'.</p> <p>To order two items by weight or capacity.</p> <p>To use everyday language related to time.</p> <p>To measure short periods of time in simple ways.</p>	<p>To 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.</p> <p>To add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>To solve problems, including doubling, halving and sharing.</p> <p>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>To recognise, create and describe patterns.</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>To 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.</p> <p>To add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>To solve problems, including doubling, halving and sharing.</p> <p>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>To recognise, create and describe patterns.</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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Understanding the World	To remember and talk about significant events in their own experiences.	To remember and talk about significant events in their own experiences.	To recognise that a range of technology is used in places such as homes and schools.	To enjoy joining in with family customs and routines.	To talk about past and present events in their own lives and in the lives of family members.	To talk about past and present events in their own lives and in the lives of family members.
	To recognise and describe special times or events for family or friends.	To recognise and describe special times or events for family or friends.	To complete a simple program on a computer.	To look closely at similarities, differences, patterns and change.	To know that other children don't always enjoy the same things and to be sensitive to this.	To know that other children don't always enjoy the same things and to be sensitive to this.
	To look closely at similarities, differences, patterns and change.	To enjoy joining in with family customs and routines.	To use ICT hardware and interact with age-appropriate computer software.	To talk about some of the things they have observed such as plants, animals, natural and found objects.	To know about similarities and differences between themselves and others and among families, communities and traditions.	To know about similarities and differences between themselves and others and among families, communities and traditions.
	To talk about some of the things they have observed such as plants, animals, natural and found objects.	To look closely at similarities, differences, patterns and change.	To look closely at similarities, differences, patterns and change.	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To know about similarities and differences in relation to places, objects, materials and living things.	To know about similarities and differences in relation to places, objects, materials and living things.
	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To talk about some of the things they have observed such as plants, animals, natural and found objects.	To talk about some of the things they have observed such as plants, animals, natural and found objects.	To talk about why things happen and how things work.	To talk about the features of their own immediate environment and how environments might vary from one another.	To talk about the features of their own immediate environment and how environments might vary from one another.
	To complete a simple program on a computer.	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To recognise that a range of technology is used in places such as homes and schools.	To make observations of animals and plants and explain why some things occur, and talk about changes.	To make observations of animals and plants and explain why some things occur, and talk about changes.
	To know how to operate simple equipment.	To know about similarities and differences between themselves and others, and among, families, communities and traditions.	To talk about why things happen and how things work.	To complete a simple program on a computer.	To recognise that a range of technology is used in places such as homes and schools.	To recognise that a range of technology is used in places such as homes and schools.
		To complete a simple program on a computer.	To show interests in different occupations and ways of life.	To use ICT hardware and interact with age-appropriate computer software.	To select and use technology for particular purposes.	To select and use technology for particular purposes.
		To know how to operate simple equipment.	To know about similarities and differences between themselves and others, and among, families, communities and traditions.			

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Expressive Arts and Design	To begin to build a repertoire of songs and dances.	To begin to build a repertoire of songs and dances.	To represent their own ideas, thoughts and feelings through role play and stories.	To explore what happens when they mix colours.	To sing songs, make music and dance, and experiment with ways of changing them.	To sing songs, make music and dance, and experiment with ways of changing them.
	To explore the different sounds of instruments.	To sing a few familiar songs.	To use simple tools and techniques competently and appropriately.	To experiment to create different textures.	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	To construct with a purpose in mind.	To explore the different sounds of instruments.	To manipulate materials to achieve a planned effect.	To understand that different media can be combined to create new effects.	To use what they have learnt about media and materials in original ways, thinking about uses and purposes.	To use what they have learnt about media and materials in original ways, thinking about uses and purposes.
	To use simple tools and techniques competently and appropriately.	To explore and learn how sounds can be changed.	To construct with a purpose in mind using a ranges of resources.	To manipulate materials to achieve a planned effect.	To use simple tools and techniques competently and appropriately.	To use simple tools and techniques competently and appropriately.
	To create simple representations of events, people and objects.	To construct with a purpose in mind.	To explore the different sounds of instruments.	To select appropriate resources and adapts work where necessary.	To select appropriate resources and adapts work where necessary.	To select appropriate resources and adapts work where necessary.
	To experiment with colour, texture, design, form and function.	To use simple tools and techniques competently and appropriately.	To choose particular colours to use for a purpose.	To select tools and techniques needed to shape, assemble and join materials they are using.	To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	To explore what happens when they mix colours.	To manipulate materials to achieve a planned effect.	To explore what happens when they mix colours.	To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		
	To experiment to create different textures.	To create simple representations of events, people and objects.	To experiment to create different textures.	To play alongside other children who are engaged in the same theme.		
	To play alongside other children who are engaged in the same theme.	To experiment with colour, texture, design, form and function.	To introduce a storyline or narrative into their play.	To play cooperatively as part of a group to develop and act out a narrative.		
	To introduce a storyline or narrative into their play.	To explore what happens when they mix colours.	To create simple representations of events, people and objects.			
	To experiment to create different textures.	To play alongside other children who are engaged in the same theme.				
	To play alongside other children who are engaged in the same theme.	To play alongside other children who are engaged in the same theme.				
	To introduce a storyline or narrative into their play.	To play cooperatively as part of a group to develop and act out a narrative.				

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ICT Inspires	Shaping the digital world		Communicating in the Digital World		Exploring the digital world	
	<p>To play with equipment that simulates control devices (push button toys).</p> <p>To play with a simple adventure program or simulation.</p> <p>To explore outcomes when individual buttons are pressed on a robot.</p>		<p>To begin to understand that documents are saved on the computer.</p> <p>To begin to use a keyboard (with support) and notice the effect on screen.</p> <p>To begin to understand that ICT can be used to communicate ideas in different ways.</p> <p>To understand there are a variety of tools in a graphics (art) package.</p> <p>To understand that cameras can take still and moving images (video).</p> <p>To understand that technological devices can be used to record and play back sounds.</p>		<p>To enter text into a search engine (with support) to find specific given web sites (e.g. CBeebies).</p> <p>To use a digital microscope to look more closely at objects (with support).</p> <p>To contribute to whole class creation of pictograms or simple graphs.</p> <p>To begin to develop simple classification skills by carrying out simple sorting activities (probably away from the computer).</p> <p>To start to recognise simple technologies in the world around us (phones, computers, printers etc.).</p>	
<p>e-safety</p> <p>To save their own content in their own electronic folder (with help).</p> <p>To respect others work stored on a shared drive of a network or presented online.</p> <p>To understand their login to the network or Learning Platform is personal to them.</p> <p>To know to tell someone if they view content they think is inappropriate or upsetting.</p> <p>To identify some risks presented by new technologies inside and outside school.</p>						
Themes and possible books	All about me	Firework Night	The police	Lost and Found and other Oliver Jeffers stories	Selection of Harry and the Dinosaurs stories	The Very Hungry Caterpillar and other Eric Carle stories
	Share a variety of children's books across all genres.	Diwali	Firefighters	The Gruffalo and other Julia Donaldson stories	Selection of non-fiction dinosaur related books	Mad About Minibeasts
		Christmas	Paramedics	Easter	Share a variety of children's books across all genres.	Share a variety of children's books across all genres.
		Kipper's Birthday	Nurses	Share a variety of children's books across all genres.		
		Share a variety of children's books across all genres.	Share a variety of children's books across all genres.			