

MERTSHAM EARLY YEARS FOUNDATION STAGE CURRICULUM MAP



Aims

- **To ensure that all Nursery children have secure pre-literacy skills by the time they leave Nursery.**
- **To ensure that the percentage of children in Reception who achieve a good level of development is above National Average**
- **To ensure that there is clear evidence of differentiation, challenge, support and developmental marking in children's learning.**
- **To ensure that there is a broad and rich diet of Literacy and numeracy experiences for all children in EYFS.**
- **To ensure that all children make rapid progress relative to their starting points and the gap continues to be narrowed**
- **To ensure that there is a range of evidence in the EYFS portfolios to support judgements.**

Communication and Language

2 years and rising Intended Outcomes	Listen to a short story joining in with a familiar rhyme or story Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little) Uses simple sentences (e.g. 'Mummy gonna work.')	
Autumn	Spring	Summer
Follow instructions with visual prompts Talk and listen 1:1 Join in with nursery rhymes	Naming and identifying an object from a group Join in with nursery rhymes – experience of wider range Join 2 or 3 words to make a simple sentence	Ask and answer simple questions Start to speak and listen in a larger group Use Role Play to re-enact roles Join 3 or 4 words to make a simple sentence
End of Nursery Intended Outcomes	Develop as attentive, active listeners Speak confidently, clearly and audibly to adults and children Hear and continue a rhyming or alliterative string Use language in creative role play and negotiation / interaction with others	
Autumn	Spring	Summer
Follow instructions Talk and listen in small group Know 4 nursery rhymes by heart Retell simple event in correct order Sing songs and Nursery rhymes	Ask and answer questions Begin to use a full sentence with adult modelling Start to speak and listen in a larger group Know 8 nursery rhymes by heart Use Role Play to re-enact roles Listen and talk to response partner	Listen and talk in whole class sessions Begin to use 'and' 'because' and story language Use language, props and puppets in role play to create or recreate roles Know 12 nursery rhymes by heart An awareness of rhyme/ alliteration Begin to hear the last sound in a word and orally blend and segment with support
End of Reception Intended Outcomes	Listen actively Confidently contribute ideas and suggestions, answer questions in group and class discussions Speak confidently in a range of situations Hear and identify phonemes in words (segment and blend)	
Autumn	Spring	Summer
Know 8 stories orally by heart Identify, continue and create rhyming and alliterative string Listen and respond in whole class Talk and listen to response partner Ask and answer questions in class Speak aloud in front of the class Orally segment and blend cvc words	Know 12 stories by heart Express own ideas Rehearse prior to writing Use vocabulary such as 'then' 'and' 'because' to extend sentences Begin to create own stories Speak aloud in front of an audience	Know 16 stories by heart Give an explanation or set of instructions Use wider, topic specific vocabulary Ask if unsure what new vocabulary means Join a discussion and give an opinion Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Talk with awareness of the listener

Reading

2 years and rising Intended Outcomes	Enjoy being read to Handle books carefully Talk about favourite stories	
Autumn	Spring	Summer
Interested in books and rhymes and may have favourites Listens with interest to the noises adults make when they read stories	Has some favourite stories, rhymes, songs, poems or jingles. Shows interest in play with sounds, songs and rhymes.	Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. Listens to short stories and rhymes
End of Nursery Intended Outcomes	Enjoy being read to Handle books carefully Talk about favourite stories Act out, use props / instruments to retell or create stories	
Autumn *	Spring *	Summer *
Listen to stories Join in repetitive phrases in small group Select and look after books carefully Turn the pages in books carefully Hold book the right way up Have had prediction modelled Aspects 1-3 of Letters and Sounds covered.	Name and discuss characters in books Have a favourite story Begin to predict what may happen next Say what part of book was liked Join in retelling using props, puppets Aspects 1-6 of Letters and Sounds covered.	Talk about the characters and setting Begin to offer opinions about a book Use story language in role play With pictures and support can retell story Begin to recognise some familiar words Know up to 4 key texts by heart Covering RWI Set 1 single sounds Know print is read from left to write, and conveys meaning

End of Reception Intended Outcomes	Read simple books independently using a range of cues – picture, context, phonic, graphic Can build on story model, creating own story Can read a range of genres Talk about what they have read or listened to, recount with aid of pictures and discuss their feelings Answer ‘on the line’ questions and begin to answer more probing questions	
Autumn *	Spring *	Summer *
Aspects 1-7 of Letters and Sounds covered and children are secure. RWI Set 1 sounds and secure segmenting and blending Begin to recognise some familiar words Know 6 stories by heart Talk about the characters and setting Begin to offer opinions about a book Use story language in role play With pictures and support can retell story Use picture cues and context to ‘read’ a story Join in with repeated refrains, predict words using rhyme Use story language in role play ‘Read’ stories and lists	Set 2 RWI Sounds and Ditties / Green Books Blend and read cvc words Know 12 stories by heart Read simple sentences Begin to read fiction, poetry, non-fiction Talk as a character Know that information can be retrieved from Non Fiction texts Retell stories independently using role play and props / puppets Use stories as a basis for creating own with support Start to answer I think...because questions	Embed Set 2 RWI Sounds Cover Set 3 RWI Pink/Orange Books Decode regular words and read them aloud Begin to decode unfamiliar words Read common irregular words Read simple books and know 20 by heart Discuss the plot, setting, characters Give opinions about books read or listened to Predict how story may end Read a range of genres Create own stories based on those known

Writing

2 years and rising Intended Outcomes	Developing fine motor control – palm to fingers Making marks / shapes and beginning to give meaning to them	
Autumn	Spring	Summer
Makes marks – gross and fine movements Explores mark making tools	Chooses to write / mark make independently Makes marks using a range of media Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines
End of Nursery Intended Outcomes	Develop fine motor control Hold pencil correctly Draw / paint reasonably accurate, detailed figures Write name using school script	
Autumn	Spring	Summer
Paint and draw, begin to be challenged to refine detail Focus on Gross motor skills Work with playdough to strengthen hand	Fine motor exercises to strengthen fingers Correct pencil grip Dot-to-dot, pre-writing patterns See writing being written and read	Differentiate between picture and print Know print is read, conveys meaning Recognise and begin to write own name in cursive script Write some known individual e.g. letters in name People have head, body, arms and legs, eyes, nose, mouth, ears and hair

<p>End of Reception Intended Outcomes</p>	<p>Use school script, joining blends, di- and tri-graphs Write a golden sentence independently Write a longer piece of text, with evidence of capital letters and full stops. Write a range of genres (story, list, label, caption, recount, instructions) Segment words, including those with adjacent consonants or vowels</p>	
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>RWI Set 1 sounds and secure segmenting and blending Differentiate between picture and print Write own name People have head, body, arms and legs, eyes, nose, mouth, ears and hair Fine motor exercises (tweezers, 'playing piano' etc) Pre-writing patterns, dot-to-dot and colouring in Oral segmenting of cvc words Drawings are more detailed and coloured neatly Begin to recognisable letters and give meaning to marks</p>	<p>Set 2 RWI Sounds and Ditties/Green Books Sentence rehearsed orally prior to writing Write a simple sentence Write simple CVC words accurately Sentence read back to check Beginning to write in range of genres Can spell and write 'the, to, I, no, go' Digraphs and blends joined</p>	<p>Set 3 RWI Pink/Orange Books Make phonetically plausible attempts at more complex words Write two or three sentences that can be read by themselves or others Can spell and write 'he, she, we, me, be, was, my, you, her, they, all, are' Write longer texts Genres: story, list, label, caption, explanation, instructions Beginning to read through work to check</p>

Numeracy

2 years and rising Intended Outcomes	<p>Begin to be aware that number / counting describes how many using practical objects</p> <p>Beginning to use number and number names in play correctly</p> <p>Join in with number songs or rhymes</p> <p>Vocabulary: how many, number names, more, a lot, big, bigger, small, smaller, before, later, soon, round, shape, straight</p>
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Autumn	Spring	Summer
<p>Recites some number names in sequence.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Begins to use the language of size.</p> <p>Beginning to join in counting rhymes and songs</p>	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Begins to make comparisons between quantities.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Creates and experiments with symbols and marks representing ideas of number</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p>

End of Nursery Intended Outcomes	<p>Work within 10</p> <p>1:1 correspondence and accurate counting established</p> <p>Use practical resources to count, add, subtract and solve problems</p> <p>Be able to explain their thinking and working</p> <p>Vocabulary : how many, altogether, makes, add, more, take away, left, bigger, smaller, heavier, lighter, longer, shorter, taller, next, after, in, on, under, beside, round, straight</p>
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Autumn	Spring	Summer
<p>Join in counting rhymes and songs</p> <p>Work within 3 practically to add, take away, count and problem solve</p> <p>1:1 correspondence, accurate counting</p> <p>Use direct comparison to compare size</p> <p>Vocabulary: how many, count, bigger, smaller, in, on, round, straight</p> <p>Match items that are the same</p>	<p>Work within 5 practically to add, take away, count and problem solve</p> <p>Directly compare length / height</p> <p>Vocabulary: altogether, makes, add, take away, longer, shorter, taller, fair, unfair, under, next to, next</p> <p>Sort items by given criterion</p> <p>Continue a two element pattern</p>	<p>Work within 10 practically to add, take away, count and problem solve</p> <p>Directly compare mass, shapes</p> <p>Vocabulary: how many more / left, heavier, lighter, after, before, beside</p> <p>Begin to record mathematics practically</p> <p>Begin to suggest own criterion for sorting</p>

<p>End of Reception Intended Outcomes</p>	<p>Work within 20 1:1 correspondence and accurate counting established Use practical items to add, subtract, share and multiply and problem solve, explain thinking Use number line to add and subtract Use number within the context of measures e.g. money Vocabulary : as Nursery, circle, square, rectangle, triangle, cube, cuboid, sphere, cone, total, leaves, before, fair, unfair, next to, curved, corner, side, edge, equal, the same as, opposite Begin to record mathematics pictorially, practically and using written representation To use direct comparison and non-standard units to measure and rank items Sort items by given criterion, begin to suggest own criterion</p>	
<p>Autumn</p> <p>Within 10, practical activities, problems Begin using numerals and other ways of recording 0-10 to match setCounts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Recognise some numerals of personal significance. Counts up to three or four objects by saying one number name for each item. Counts actions or objects, which cannot be moved. Adult model recording strategies Create a two element pattern Selects a particular named shape Uses familiar objects and common shapes to create and recreate patterns and build models. Use direct comparison to measure Uses everyday language related to time Orders and sequences familiar events.</p>	<p>Spring</p> <p>Within 15 Recording calculations, children solve given calculations, use practical resources, number lines to jump on, representations Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects. • Use the vocabulary involved in adding and subtracting. Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Orders two or three items by length or height, by weight or capacity. Can describe their relative position such as 'behind' or 'next to'. Beginning to use everyday language related to money Measures short periods of time in simple ways.</p>	<p>Summer</p> <p>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 Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing Read and solve written calculations, choosing resources Record own calculations in different ways and as a number sentence using +, -, = Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>