

Edward Worlledge Ormiston Academy
EYFS Spring Term Curriculum Map

Personal, Social and Emotional			Communication and Language			Physical Development		Literacy		Maths	
MR	MF&B	SC&SA	L&A	S	U	M&H	H&SC	R	W	N	SSM
I can play in a group and extend ideas in roleplay with others.	I know how I feel and that my actions and words can affect others.	I can choose my own resources and activities.	I listen to stories and can talk about them.	I use sentences to link my ideas, using <i>and</i> and <i>because</i> .	I understand the use of objects.	I move freely in different ways and negotiate space.	I can say when I am hungry and tired.	I listen and join in with stories and poems.	I subscribe meanings to marks I see in different places.	I recite and recognise numbers to 10.	I talk about the shapes of everyday objects.
I can initiate play and get others to join in.	I can share and take turns with my friends.	I like it when I am praised.	I join in with repeated refrains and can make predictions.	I can retell a simple past event.	I show an understanding of prepositions.	I can climb using alternative feet.	I can usually go to the toilet by myself.	I can talk about stories and how they might end.	I can hear and say the initial sounds in words I try to write.	I write numbers and represent them using my fingers and objects.	I begin to name 2D shapes; circle, triangle, square, rectangle, pentagon, hexagon, octagon and semi-circle.
I can respond to what my friends are saying or doing.	I can wait my turn and understand that my wishes cannot always be met.	I am confident in new social situations.	I can listen and do and shift my own attention.	I can say what is happening and what might happen next.	I can respond to simple instructions.	I can stand momentarily on one foot.	I wash and dry hands and know when to do so.	I can talk about stories, settings, events and characters.	I attempt to write my own name.	I can find one more than a given number to 10.	I use positional language in my play.
I am friendly towards others.	I can cope when events change.	I will talk to other children about my home and community.	I can follow instructions.	I can talk about past experiences.	I sometimes understand how and why questions.	I can catch a large ball.	I understand that tools need to be used safely.	I can read my name and recognise familiar words and logos.	I can carry on a list of rhyming words.	I know that anything can be counted, such as steps or claps.	I can order two or three objects by length or height.
I listen and take account of what others say.	I can help others if they are upset	I am happy to ask adults for help.	I can sit and concentrate quietly for a short period of time.	I can ask a question and explain using who, what, when and how.	I can use simple tools to effect changes to materials.	I can draw lines and circles using gross motor movements.	I understand good practises relating to my health.	I can look at books independently and know to read from left to right.	I can write short sentences.	I can count up to 10 random objects	I can use shapes to make patterns and models.
I talk about things I know and understand and ask others questions.	I understand the rules of my learning environment	I can talk about my own likes and interests	I can listen to someone when I am playing.	I can change my voice to make meaning clear.	I hold my pencil between my thumb and two fingers.	I can use simple tools to effect changes to materials.	I understand good practises relating to my health.	I can link sounds to letters and name letters of the alphabet.	I can find the total of two sets of numbers.	I can recognise the most or fewest in sets of objects.	I can use everyday language relating to money.
I can find a compromise when I play.	I can find ways to solve problems without getting cross or upset.	I can talk about my own abilities and be positive about myself.	I can listen to someone when I am playing.	I learn new vocabulary and begin to use it independently.	I can begin to form recognisable letters and form correctly.	I can use simple tools to effect changes to materials.	I know how to wash my hands to keep safe and show understanding of good hygiene.	I can read words and simple sentences.	I can add and subtract using small numbers and practical equipment.		
				I use language to recreate roles and experiences in my play. I can use a storyline in my play.							
				I can link statements and stick to a main idea.							

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Understanding the World			Exploring Media and Materials		Possible Lines of Development		
P&C	TW	TECH	EXP & USING MED & MAT	BEING IMAG	Key Texts	Themes	Experiences (When safe due to Covid restrictions)
<p>I can talk about people I know.</p> <p>I can talk about special events.</p> <p>I can talk about the world of work.</p> <p>I know some things that make me special.</p> <p>I can say how I am the same or different to my friends and family.</p> <p>I enjoy joining in with family customs and routines.</p> <p>Spring Term, p2.</p>	<p>I can talk about where I live and the natural world and ask questions.</p> <p>I talk about plants, animals, natural and found objects.</p> <p>I talk about why things happen and how they work.</p> <p>I can talk about how things grow and change.</p> <p>I show care and concern for living things and the environment.</p>	<p>I will use and become familiar with the:</p> <p>Beebot Computer Tablet Interactive Whiteboard</p> <p>I will use a computer or device to play simple games like those on Phonicsplay.co.uk lctgames.co.uk Primarygames.co.uk Seesaw games DB Primary games</p>	<p>I can join in and sing familiar songs.</p> <p>I can move in response to the music I hear.</p> <p>I can tap out simple repeated rhythms.</p> <p>I explore how colours can be used and changed.</p> <p>I join construction pieces together to build and balance.</p> <p>I can use tools for a purpose.</p> <p>I can use different materials to achieve a planned effect</p> <p>I can construct something with a purpose in mind using different resources</p>	<p>I use my imagination to play and draw on first hand experiences.</p> <p>I reflect my experiences with a range of media.</p> <p>I build stories around toys.</p> <p>I play alongside children who are engaged in the same theme.</p> <p>I make props to support role play</p> <p>I create simple representations of events, people and objects.</p> <p>I choose colours for a particular purpose.</p>	<ul style="list-style-type: none"> - We're Going on a Bear Hunt - Zog - Parts - The Gruffalo - Stick Man - Nocturnal animals (Non-fiction) - The Great Easter Egg Scramble - Owl Babies - The Greedy goat - Duck in the Truck - Elmer - A Great Big Cuddle - Emma's Lamb - Supertato 	<ul style="list-style-type: none"> - Birthdays - Chinese New Year - Valentines - Pancake Day - Mother's Day - Spring Easter 	<ul style="list-style-type: none"> - Weekly parent sharing library sessions - Children's contribution to learning experiences - Dental nurse visit: TBA - Phonics café <p>Weekly Homework Activities</p>