

EYFS CURRICULUM ENHANCEMENT MAP

Adult directed tasks are listed below, providing skills and knowledge to do more, remember more and know more. Child initiated learning, supported by staff, is available daily and children have open unrestricted access to all areas of the EAD curriculum as per Educational Programmes. Skills are taught, supported and developed according to children's personal learning journeys daily during continuous provision.

Plans are subject to change, depending on the needs of children in the class.

Opportunities to develop CAL, PSED, PD and the characteristics of effective learning underpin all learning opportunities. Early Learning Goals at the end of this document point to final assessment point and not our curriculum.

Six sessions are planned for per half term, allowing time and space to adapt to suit the needs of the children, keeping the concept of the unique child and characteristics of effective learning at the forefront.

Subject cultural capital: At least one trip to support topic learning per term, and to include exploration of local environment.

Differentiation by task activity and expectation. See skills progression and SEND provision maps for further guidance. Development matters and Musical Development Matters offer further support for progression of child development.

Formative assessment opportunities (minimum expectation for each lesson) are targeted questioning, peer and self assessment, modelling by staff and pupils as appropriate, teacher observation and assessment.

Home learning provided weekly via Class Dojo. Lessons recorded and shared via Dojo in case of isolation or closure.

Continuous provision areas and activities that support learning and skill development

Indoors - Maths, Writing tables, Black board and art easel for vertical mark making, Book corner, investigation station, construction, home corner, small world, story shelves, RE corner, fine motor station, Art and craft including junk modelling, wood work and textiles. Outdoors - Writing and

Maths sheds, splash zone, Construction area, gardening area, observation station (eg weather, birds, bug hotel, guinea pigs), role play house, small world, book corner, sand, digging zone, sports, bikes and scooters, Art and craft including junk modelling, wood work and textiles.

	Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Who am I?	Celebrations and Festivals	Animal Adventures	In the Garden	Marvellous Machines	Under the Sea
CAL	Listening, attention, understanding	Focus attention	Listen and Do	Respond to more complex instructions	Maintain attention to complete an extended task	Demonstrate two channelled attention	Follow a story without prompts
	Speaking	Ask questions to get to know friends in my new class.	Speak in full sentences	Link statements to a main theme	Ask questions to further own learning	Give explanations and instructions	Speak confidently about a topic I have prepared, without prompting.

	Key Vocabulary	Sibling, parent, grandparent, aunt, uncle, relation, senses, names of body parts.	Diwali, country, continent, climate, equator, rangoli, diva, iceberg, antartic.	Habitat, carnivore, omnivore, herbivore, mammal, extinct	Blossom, bulbs , compost,petal, roots, stem.	Electricity, Metal, conductor, technology,battery, range, chamber pot, mangle,	Ocean, plant, reef, coral, marine, flipper.
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PSED	Building Relationships	Demonstrating friendly behaviour	Initiate play with a friend	Friendships and collaborative play	Work as part of a group.	Take account of other's ideas of how to organise activity	Work in a group towards a shared goal
	Self Regulation	Focusing attention	Labeling feelings	Recognising feelings in self and others	Identifying solutions to simple problems	Focusing attention and persisting with challenges	Perspective and empathy
	Managing Self	Handle tools, objects and construction safely	Firework safety	Dental Hygiene	Food choices	Road safety	Water safety
		Managing own hygiene, washing hands	Transport equipment safely	Dress with help	Healthy Diet	Use safety measures without direct supervision	Positive mental health

Physical Development	Gross Motor	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.	Core skills jumping, hopping, skipping Balance: Strength Understanding body in space: Body awareness Bilateral coordination/integration Spacial awareness Visual skills: Recognition and visualisation, visual perception, visual recall.
		Movement	Ball Games	Gymnastics	Dance	Hockey	Athletics
		Wheeled toys	Trikes	Scoot on 3 wheels	Scoot with 2 wheels	Ride a balance bike	Ride a bike
	Fine Motor	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.	Core skills promoting bilateral co-ordination, gross grasp, manipulation, translation, shift, rotation, strength, co-ordination, precision, visual motor skills, wrist extension and stability and finger isolation.

		Cutlery and lunch box skills	Chopsticks	Computer keyboard	Peeling Fruit	Buttons and zips	Tie knots and laces
		Handwriting patterns	Write name with letters of a regular size	Curly caterpillar and long armed robot handwriting	Ladder letters, zigzag monsters handwriting	Capital letters handwriting	Letters on the line, using medium pressure.

Literacy	Comprehension	Shared Reading	Non Fiction: The Body, All families are different, Fiction: Me and my amazing feelings, What Makes Me, Grandpa, Ruby's Worry, Ravi's Roar, My Family Poetry: Book of Cuddles	Non Fiction: Autumn, Winter, Weather, Cookery books, Antarctica Fiction: Pumpkin Soup, Rama and Sita, Snowman, Stick man, The Nut Cracker, Scrooge, Night before Christmas, Christmas Postman Poetry: Christmas Poema Jill Bennett	Non Fiction: Animals, China, Lunar New Year, London. Fiction: Zodiac story, Gruffolo, Gruffolo Child, Tiger who came to tea Poetry: Animal Poems Jennifer Curry	Non Fiction: Spring, gardening, flowers, mini beasts. Fiction: Bog baby, Oliver's vegetables, Hungry caterpillar, Mr Wolf's pancakes, Garden, A little Guide to Wild Flowers, Titch, Matisse Magical Trail Poetry: Moon Frog	Non Fiction: Metals, electricity, cities, transport, construction. Fiction: Izzy Gizmo, The Naughty Bus, Iggy Peck Architect, The Building Boy, What We'll Build Poetry: All aboard the London Bus, Patricia Tohy	Non Fiction: Fish, Pollution, Fiction: The Rainbow Fish, Billy's Bucket, The Storm Whale, Noah's Arc, Lighthouse Keeper's Lunch, The Proudest Blue Poetry: Commotion in the Ocean,
		Take pleasure in reading	Listen to what is read	Select books for personal reading	Share texts with peers	Read short texts independently	Choose books on recommendation by peers	Sustain reading of more challenging texts
		Core Text	Colour Monster Goes to School	Rama and Sita	Gruffolo	Bog Baby	Izzy Gizmo	Stella and the Seagull
		Guided Reading	VIPERS Wordless Books	VIPERS in phonics groups, level of challenge set by attainment of group.	VIPERS in phonics groups, level of challenge set by attainment of group.	VIPERS in phonics groups, level of challenge set by attainment of group.	VIPERS in phonics groups, level of challenge set by attainment of group.	VIPERS in phonics groups, level of challenge set by attainment of group.
	Reading	Phonics	Phase 1 Rhyme, Environmental sounds, rhythm, RWI Set 1 sounds	RWI Set 1 and 2	RWI Set 2	RWI 2	RWI Set 3	RWI Set 3
	Writing	Writing Focus	Mark making, Names, cvc/cvcc/ccvc sentences	Letters	Fact Files	Instructions	Poetry	Stories
		Writing Opportunities	Regular opportunities to write labels, captions, speech bubbles, lists, recipes, menus, letters, diaries, recounts in provision.					
		SPAG	Phoneme, grapheme, digraph, trigraph,blend and segment.	Punctuation, finger space, synonym		Homograph, adjectives, split-digraph		

Maths		Number	Getting to know you, Match and sort, Compare amounts, Compare size, mass and capacity, Exploring pattern, Time, Representing and comparing 1,2,3	Composition of 1,2,3, Circles and Triangles, Positional language, representing to 5, 1 more/less, 2D shape	Introducing 0, Bonds to 5, counting 6,7,8, counting 9,10, comparing to 10, bonds to 10,		Making simple patterns, Exploring pattern, addition and subtraction in 20, double and half, odd and even	
		SSM	Sorting	Time	Spatial Awareness	Shapes	Length, height	Weight, Capacity

Linked to NC Science, History, Geography								
Understanding the World	People, community, culture	People and Culture	Local area, cultural backgrounds	Diwali, Similarities and differences between England and India. Christmas around the world.	Lunar New Year traditions	Easter around the world, pancake day, mother's day.	Traffic in Local area, Marvellous Machines that help us (Fire Engine visit)	Local area vs the coast
		People and Culture	Colour/identify flags of personal cultural significance, story maps	The North Pole, Map of my house for Santa, story maps	London/Tokyo, Gruffolo Habitat Maps, story maps	Explore what lives in the River Cray, Map of River Cray, story maps	Drawing Map to Fire Station, Map to Izzy Gizmo Technoff Isle, story maps	Story Map Stella and the Seagull
		Religion	Roles of family in society	Hinduism, Diwali		Christianity, Easter		Islam, Eid
			Catholicism: God's World	Catholicism:God's Family	Catholicism: Getting to know family	Catholicism: Sorrow and Joy	Catholicism: New life	Catholicism: Church
	Past/Present	Past	Grandparents, Pre School	Mary, Jesus, King Herod,	London/Tokyo	Ressurrection	Homes (eg technological advances in kitchen, bathroom), transport	Boats
	Past/Present	Present	Parents in school, discussing their role in society, Police and dentist visit	Library Visit, Church visit, discuss role of librarian and priest	Vet visit to clip guinea pigs nails, explain how to bath them, teeth check	Gardener visit, discussing how to care for our plants	Fire station visit, Ice cream van visit, caretaler to explain role and show us power tools	Pet shop visit to look at fish, talk on aquatic animals
	Natural World	Environment	Harvest festival , seasonal changes	Seasonal changes	Seasonal changes	Spring, life cycles, Grow food and focus on looking after things, classify minibeast, build and monitor class pond to look for frogspawn	Measuring plants, tasting and cooking what we have grown.	Looking after the environment, Seasonal changes
	Science	Skill	Questioning	Patterns and relationships	Classifying	Observing	Problem Solving	Research
		Investigate	The Senses, Parts of the body.	Light and Dark: shadow puppets	Magnets: race the CNY animals	Growing: vegetables	Electricity	Floating and sinking : boats

87			Solids and Liquids: Ice	Habitats	Pollination		Pollution
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Linked to NC Music,Art and DT								
EAD	Creating with Materials	Artist inspiration	Yannick Aaron, Eduardo Kobra	Singh Sisters, use of pattern	Hiroko Takahashi, Abdouleh Konate	Keiko Miyamori, Lorenzo M Duran	David Adjaye, Stephen Wiltshire, Martin Smith	Debra Purcell, Miranda Lloyd
		Skill focus	Line,Form, shape, space	Sculpture	Design, texture	Tree rubbing	Function	Colour / printing
		ART Modelled task	Drawing pictures of self and family using mirrors.Colour Monsters, Portraits	Explore tools and techniques to make a clay Diva.	Kimono, Collage	Tree/leaf rubbings/prints	City Layered drawing, Bus Photography	Sea creature finger paint, Textured costal art
		DT Modelled task	Tooth fairy bag	Woodwork manger	Glove puppet	Bug hotel, hot cross buns	Car to transport object	Waterproof boats
		Analysis	Work towards an intended outcome	Describe own work	Recognise main features of their own and other's work	Identify elements to improve	Explain processes used	Justify choices
		Baking	Biscuits	Soup, mince pies	Hot cross buns	Smoothies	Marshmallow house/City	Bread
		Small World	Houses/school	Christmas scene	Animal habitat	Bog babies	Bus station	Seaside
	Imaginative and Expressive	Hearing and Listening	Can identify and match instrument to sound	Describe the sounds of instruments	Distinguishes and describes changes in music	Thinks abstractly about music and expresses verbally or physically	Associate genres of music with characters and stories	Anticipate changes in music
		Vocalising and using instruments	Sings and chants with others	Explore the sound of various instruments.	Reproduce songs	Add sound effects to a story	Creates own song with structure	Able to sing a melodic shape
		Moving and dancing	Claps or taps to the pulse of music	Moves to the sound of instruments	Combines moving, singing and playing	Moves in time to pulse of the music	Replicates choreography	Choreographs own dance
		Key Nursery Rhymes	Hello, Tidy up, Welcome, Head shoulders Knees and Toes, Simon Says, One Finger one Thumb, Rhymes from children's own culture eg Frere Jaques	Happy and you know it, Twinkle little Star, Diwali is Here, Christmas songs from Nativity	Nellie the Elephant, BINGO, Bear over the Mountain, The Animal Fair, Old Mac Donald, Ugly Ducking, Never Smile at a Crocodile, Three Blind Mice	5 Speckled Frogs, Shoo Fly, Frog went Courting, There was a bee, Fiddle dee dee, songs from Spring Play	Wheels on the Bus, One man went to Mow, London Bridge is Falling Down, Oh Dear what can the matter be, Grandfather clock, The Runaway Train, Down at the station, I've been working on the rail road	Row your Boat, 1,2,3,4,5 Caught a Fish, A sailor went to Sea, Five little Ducks, Talent show songs

		Perform	To Peers	Nativity to whole school parent audience	To Peers	Spring Play to whole school parent audience	To Peers	Talent Show to whole school parent audience
	Visits/Experiences	Parents in school, discussing their role in society, Police and dentist visit	Bollywood dancing, Mendhi, Theatre	Trampolining Centre, Vet visit to clip guinea pigs' nails	Pond dipping, Observing tadpoles to frog	Fire station, horse riding, ice cream van visit	Zoo with Penguin/Aquarium talk, Pet shop visit to look at fish, talk on aquatic animals	