

Reception	Autumn 1 HERE WE ARE	Autumn 2 THE STORY TREE	Spring 1 ONE DAY ON OUR BLUE PLANET	Spring 2 THE ADVENTURES OF EGG BOX DRAGON	Summer 1 THE BEE WHO SPOKE	Summer 2 HOW TO FIND GOLD
Literary Form	Information text	Trad. tale with repetitive refrain	Picture book	Fantasy story	Picture book	Picture book
Link to main EYFSP area of learning	UTW: Exploring the world we live in	Maths: Ordering events	UTW: Animals	EAD: Representing ideas	UTW: Plants and insects	EAD: Imaginary world
PSED & Human themes	Caring for the world	Being kind and helpful	Similarities and difference		Sensitivity towards nature	
Phonics and Early Reading: Experience, Knowledge, Skills & Strategies	<ul style="list-style-type: none"> <li>Reading illustration</li> <li>Sound-scaping with untuned instruments and voice sounds</li> <li>Oral story-telling</li> </ul>	<ul style="list-style-type: none"> <li>Teaching the Basic Code and Consonant clusters in context</li> <li>Developing fluency through repetitive refrain</li> <li>Lifting meaning through performance reading</li> <li>Use talk, actions and objects to recall the story</li> <li>Oral story-telling</li> </ul>	<ul style="list-style-type: none"> <li>Developing inference</li> <li>Reading illustration</li> <li>Rhythm, rhyme and body percussion</li> <li>Listening to traditional African music</li> <li>Vocalising animal sounds</li> </ul>	<ul style="list-style-type: none"> <li>Performance storytelling</li> <li>Use language to imagine and recreate roles and experiences</li> <li>Developing inference</li> </ul>	<ul style="list-style-type: none"> <li>Lifting facts from narrative</li> <li>Reading illustration</li> <li>Teaching the Basic Code and consonant clusters in context</li> </ul>	<ul style="list-style-type: none"> <li>Own mapmaking and role-play writing outcomes</li> <li>Writing then reading own books and role-play writing</li> <li>Lifting meaning through performance reading</li> </ul>
EYFS Reading (40-60+ months)	<ul style="list-style-type: none"> <li>Read and understand simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul>					
EYFS Writing (40-60+ months)	<ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match their spoken sounds.</li> <li>Write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others.</li> <li>Spell some words correctly and make phonetically plausible attempts at others.</li> </ul>					
EYFS Communication and Language (40-60+ months)	<ul style="list-style-type: none"> <li>Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity.</li> <li>Answering 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>					
Extended Writing Outcome	Representations of self	Story map	Animal poem	Diagrams and plans	Instructions	Maps

\*In the Foundation Stage we aim, primarily, to follow the children's interests. This curriculum map is subject to change and should be used as a guide only.