

ST CYPRIANS 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 FS2 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.

Speaking and Listening

Nursery Intended Outcomes	Develop listening skills. Speak confidently, clearly to familiar adults and children. Hear and continue a rhyming or alliterative string. Use language in creative role play and interaction with others		
Autumn	Spring	Summer	
Listen to and join in with nursery rhymes. To Know 2 key Nursery rhymes by heart. Begin to listen in a small group.	Listen and join in with larger group discussions. To begin to use because and other ‘story’ language. To use role play to recreate familiar roles and stories. Listen to and respond to one another in partner talk.	Listen to and join in with well-known stories. Know and recite at least 4nursery rhymes. To be able to identify rhyme and alliteration. Beginning to hear the initial sounds in words.	
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	

<p>To know 4 familiar stories. To her and continue a rhyming or 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 an audience Orally segment and blend cvc words</p>	<p>To retell some familiar stories from memory. Express own ideas Use vocabulary such as 'then' 'and' 'because' to extend sentences Begin to verbalise own stories. Set 2 RWI Sounds using jolly phonics songs.</p>	<p>To know 5 stories and be able to retell them in the correct order. Give an explanation or set of instructions To begin to use new vocabulary specific to topics. Join a discussion and give an opinion Set 3 RWI</p>
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Reading

<p>Nursery Intended Outcomes</p>	<p>Enjoy being read to Handle books carefully Talk about favourite stories Act out, use props / instruments to retell or create stories</p>
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Autumn *	Spring *	Summer *
<p>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</p>	<p>Name and discuss characters in books To state a favourite story Begin to predict what may happen next Say what part of book was liked Join in retelling using props, puppets</p>	<p>Aspects 1-6 of Letters and Sounds Talk about favourite characters in books 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</p>

<p>Reception Intended Outcomes</p>	<p>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</p>
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Autumn *	Spring *	Summer *
<p>Aspects 1-7 of Letters and Sounds have been covered and children are secure. 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</p>	<p>Know 8 stories by heart Blend and read cvc words Read simple sentences Begin to read fiction, poetry, non-fiction Talk as a character</p>	<p>Read simple books and know 12 by heart Discuss the plot, setting, characters Give opinions about books read or listened to Decode regular words and read them aloud Begin to decode unfamiliar words</p>

<p>Begin to recognise some familiar words Know 4 stories by heart Use picture cues and context to 'read' a story Answer on the line questions Join in with repeated refrains, predict words using rhyme Oral blending of cvc words Use story language in role play 'Read' stories and lists</p>	<p>Know that information can be retrieved from Non Fiction texts Retell stories independently using role play and props / puppets Start to read 'Outside' the line Use stories as a basis for creating own with support Set 2 RWI Sounds</p>	<p>Read common irregular words Predict how story may end Read a range of genres Create own stories based on those known Set 3 RWI</p>
Writing		
<p>Nursery Intended Outcomes</p>	<p>Develop fine motor control Hold pencil correctly Draw / paint reasonably accurate, detailed figures Write name using school script</p>	
Autumn	Spring	Summer
<p>Paint and draw, begin to be challenged to refine detail Focus on Gross motor skills Work with playdough to strengthen hand</p>	<p>Fine motor exercises to strengthen fingers Correct pencil grip Dot-to-dot, pre-writing patterns See writing being written and read</p>	<p>Aspects 1-6 of Letters and Sounds have been covered. Differentiate between picture and print Know print is read, conveys meaning Write own name in cursive script People have head, body, arms and legs, eyes, nose, mouth, ears and hair</p>
<p>Reception Intended Outcomes</p>	<p>Use school script, joining blends, di- and tri-graphs Write a golden sentence independently Begin to Write longer pieces of text. Write a range of genres (story, list, label, caption, recount, instructions) Segment words, including those with adjacent consonants or vowels</p>	
Autumn	Spring	Summer
<p>Aspects 1-7 of Letters and Sounds have been covered. Differentiate between picture and print</p>	<p>Sentence rehearsed orally prior to writing Write golden sentence Write simple CVC words accurately Sentence read back to check</p>	<p>Make phonetically plausible attempts at more complex words Write two or three sentences that can be read by themselves or others</p>

<p>Know print is read from left to write, and conveys meaning 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>Beginning to write in range of genres Can spell and write 'the, to, I, no, go' Digraphs and blends joined Set 2 RWI Sounds</p>	<p>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 Set 3 RWI</p>
Numeracy		
<p>Nursery Intended Outcomes</p>	<p>Work within 10 1:1 correspondence and accurate counting established Use practical resources to add, subtract, share and multiply, solve problems Be able to explain their thinking and working 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>	
Autumn	Spring	Summer
<p>Join in counting rhymes and songs Work within 3 practically to add, take away, count and problem solve 1:1 correspondence, accurate counting Use direct comparison to compare size Vocabulary: how many, count, bigger, smaller, in, on, round, straight Match items that are the same</p>	<p>Work within 5 practically to add, take away, count and problem solve Directly compare length / height Vocabulary: altogether, makes, add, take away, longer, shorter, taller, fair, unfair, under, next to, next Sort items by given criteria Continue a two element pattern</p>	<p>Work within 10 practically to add, take away, count and problem solve Directly compare mass, shapes Vocabulary: how many more / left, heavier, lighter, after, before, beside Begin to record mathematics practically Begin to suggest own criteria for sorting</p>
<p>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</p>	

	<p>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</p> <p>Begin to record mathematics pictorially, practically and using written representation</p> <p>To use direct comparison and non-standard units to measure and rank items</p> <p>Sort items by given criterion, begin to suggest own criterion</p>	
Autumn	Spring	Summer
<p>Within 10, practical activities, problems</p> <p>Begin using numerals 0-10 to match set</p> <p>Adult model recording strategies</p> <p>Create a two element pattern</p> <p>Name, match and describe common 2-d shapes</p> <p>Use direct comparison to measure</p>	<p>Within 15</p> <p>Recording calculations, children solve given calculations, use practical resources, number lines to jump on</p> <p>Name, match and describe common 3-d shapes</p> <p>Use non-standard units</p>	<p>Within 20</p> <p>Read and solve written calculations, choosing resources</p> <p>Record own calculations using +, -, =</p> <p>Consolidate work on shape, measure and pattern</p>