



The Federation of Boskenwyn and Germoe Schools EYFS Curriculum Map: Progression of Skills and Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Families and friendships: Different types of families, similarities and differences between ourselves and others	Safe relationships: NSPCC PANTS Respecting ourselves and others Feelings and emotions Road safety	Belonging to a community: Our school, our village, Cornwall, important people in the community	Getting ready for the future: Uses of technology, safe internet use Jobs, occupations and aspirations	Physical health and mental well-being: Healthy eating and healthy living Growing and changing – naming body parts	Keeping safe: Stranger awareness and safe strangers Sun safety, Beach safety - RNLI Dental hygiene
Physical Development	Gross Motor Moving in different ways (climbing, running, jumping) Fine Motor Using tools such as tweezers, knife and fork, Use scissors for snipping Threading, building, screwing and unscrewing	Gross Motor Ball skills – dribbling and rolling with hands and feet. Fine Motor Using tools such as hammers, knife and fork, pipettes Use scissors to cut straight lines Pouring and tipping water and sand	Gross Motor Jumping and rolling Balancing Fine Motor Use scissors to cut curved lines and regular shapes Weaving	Gross Motor Ball skills – throwing and catching Throwing into a hoop/net or at a target Fine Motor Use scissors to cut irregular shapes. Manipulating materials to create	Gross Motor Develop a fluent style of moving Fine Motor Use a range of tools independently and confidently for self-chosen projects. For example, hammer and nails, glue gun	Gross Motor Ball skills – passing and working as a team Fine Motor Sewing
Communication and Language	Talk about themselves and others. Sing familiar songs and rhymes. Understand how to listen and that listening is an important skill. Engage in story times.	Articulate their ideas and thoughts in sentences. To make comments about their observations. Learn new vocabulary (linked to books/experiences)	Use new vocabulary through the day. Know different traditional stories. Express their ideas and feelings about their experiences.	Describe familiar texts with detail and using full sentences. Begin to ask questions about familiar aspects of their environment and their learning. To talk confidently about why things	Ask and answer questions (linked to books/experiences) Describe events in some detail. To engage in meaningful conversations with others.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives.

				happen using new vocabulary learnt.		
Literacy	Sounds Write CVC	Sounds Write CVC Drawing Club	Sounds Write VCC, CVCC and CCVC Drawing Club Letter Formation	Sounds Write CCVCC, CVCCC, CCCVC sh, ch, th, ck, wh, ng, qu Drawing Club Letter Formation	Sounds Write CCVCC, CVCCC, CCCVC sh, ch, th, ck, wh, ng, qu Drawing Club Letter Formation	Sounds Write Bridging Unit Drawing Club Letter Formation
Mathematics	NCETM Mastering Number Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	NCETM Mastering Number Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	NCETM Mastering Number Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	NCETM Mastering Number Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	NCETM Mastering Number Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	NCETM Mastering Number Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
Understanding the World	People and Communities: Talk about members of their family and people who are important to them. Natural World:	People and Communities: Recognise that people have different beliefs and celebrate special times in different ways. (Christmas/Diwali)	People and Communities: Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)	Past and Present: Begin to make sense of their own life stories and family histories (photos, memories, retell what parents have told them)	Past & Present: Comment on images of people/vehicles in the past People & Communities: Take part in preparations for local	Past and Present: Talk about how they are growing and changing People and Communities: understand that some places are special to

	Explore the natural world around them. Understand the effect of changing seasons on the natural world. Talk about the features of their immediate environment. Recognize some similarities and differences in the natural world around them. Religious Education Cornwall Agreed Syllabus Being special, where do we belong?	Natural World: Explore the natural world around them. Understand the effect of changing seasons on the natural world. Talk about the features of their immediate environment. Recognize some similarities and differences in the natural world around them. Religious Education Cornwall Agreed Syllabus Why is Christmas special to Christians?	Know that people in other countries may speak other languages. Natural World: Explore the natural world around them. Understand the effect of changing seasons on the natural world. Talk about Winter and the weather. Religious Education Cornwall Agreed Syllabus What stories are special and why?	People and Communities: Recognise that people have different beliefs and celebrate special times in different ways (Easter) Natural World: Understand the key features of the life cycle of plants and an animal. Look for signs of spring. Religious Education Cornwall Agreed Syllabus Why is Easter special for Christians?	festivals (Flora Day and Mazey Day) Natural World: Care for plants and animals in the environment (watering, making habitats) Religious Education Cornwall Agreed Syllabus Why is the word 'God' so important to Christians?	members of their community. Natural World: Recognise some environments that are different from the one in which they live (savannah/jungle/under the sea). Name a range of animals and plants, and their features. Religious Education Cornwall Agreed Syllabus What places are special and why?
Expressive Arts and Design	Music: Charanga Bounce into Action Art: Exploring materials (paint, printing, glue, crayon, clay)	Music: Charanga Rainbow Magic Art: Exploring colour (mixing, creating new colours)	Music: Charanga Happy Talk Art: Sculpture (building and making with a variety of materials)	Music: Charanga Amazing Animals Art: Natural Materials (using Any Goldsworthy as inspiration)	Music: Charanga Number Fun Art: Observational art (drawings, painting, sculpture)	Music: Charanga Beep, Beep, Toot, Toot Art: Summer project