

The Bemrose school- EYFS curriculum map- Knowledge progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Once we were giants- Martin Wadell	The invisible- Tom Persival	Coming to England-Floella Benjamin	Katy in London- James Mayhew	The tiny seed- Eric Carle	How to catch a star- Oliver Jeffers
Linked texts	As we grow- Libby Walden Shy Little Lion – Gemma Carey & Delia Ciecarelli The Growing Story- Ruth Krauss & Helen Oxenbury Titch- Pat Hutchins	The friendship bench- Wendy Meddour On sudden Hill- Linda Sarah Who Are You?- Smriti Halls & Ali Pye The Invisible String- Patrice Karst & Joanne Lew Vriethoff The Best Diwali Ever - Sonali Shah Cleversticks – Bernard Ashley The Christmas Story – Children’s Bible Ramadan Moon – Na’ima B Robert The Leaf Thief – Alice Hemming & Nicola Slater	The perfect fit- Naomi Jones Spreading my wings- Nadyia Hussain The Proudest Blue- Ibtihaj Muhammad & S.K Ali & Hatem Aly	The queen’s hat- Steve Antony Stomp, stomp, stomp to London- Shiva Patel	Jaspers beanstalk- Mick Inkpen Dinosaurs and all the rubbish Dear Earth- Isabel Otter It Starts With a Seed- Laura Knowles & Jennie Webber A Seed is Sleepy- Dianna Aston & Sylvia Long Ten seeds- Ruth brown Owl Babies- Martin Waddell	Dare- Lorna Gutierrez & Polly Noakes Supplementary- The Dot- Peter H. Reynolds

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		Leaf Man – Lois Ehler Hello				
		Autumn – Jo Lindley				
Main theme	How have I changed from a baby to a four-year-old- knowing of my past	Who am I and what community am I a part of (the school community)	I know who I am but who else is out there?	London is the home of the King, British democracy and the houses of parliament, but how has it changed over time? A comparison of modern London to London in the past.	How can I look after the world I live in? What changes can I make to take care of plants and nature around the world.	What do I need to be the best I can be?
Summary of topics	Pupils will explore changes within Britain and key events that have created the world we live in today. Pupils will understand change and progress, and that the world is always evolving. Pupils will explore their own lives and events that have happened. Pupils will explore how key historical events have shaped	Pupils will discuss their community and where they sit within that. They will understand that they are a part of the school that is in Derby. They will understand what this means and understand it's importance.	Pupils will contrast and compare our traditions to others around the world and explore how they harmoniously exist side by side. Pupils will explore their own family traditions and understand that it is these that make them unique. Pupils will compare their lives to that of a 4-year-old in different parts of	Pupils will explore London as the capital of England and the features of our capital. They will then contrast modern day London to London in the past. Pupils will explore how our capital has changed over time.	Pupils will explore the natural world and a selection of plants/ habitats from around the world. Pupils will think about how we can support and protect these plants, food/water sources so they are still here for generations to come. Pupils will assess what changes we can make to	Pupils will understand that 'the more you put in, the more you get out'. If we are to be the best we can be, then we need to invest in ourselves, our community and our learning. Pupils will explore the basic needs of humans and animals but understand that these are only the foundations of what makes us healthy.

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	life in modern Britain.		the UK and the wider world.		safeguard the natural world. Pupils will think about issues such as saving electric, single use plastics etc	
Curriculum drivers	Communication - As a large number of our children come from homes where poor language and lack of exposure to ranges and forms of language are defining factors, they begin their education with a limited vocabulary, poor relationship building skills, an inability to express their emotions appropriately and participate in conversations. Throughout this term, we will focus on developing a sense of self and from that, being able to communicate with others appropriately in the school setting.	Aspiration- A high number of our parents have had negative experiences of education. Many children lack a high-quality role model, are often in a cycle of 'generations of worklessness' and therefore have painfully low aspirations- Within this term, pupils will explore their community and their place in that, focussing on those who help us and aspirational roles. The class will act like a microcosm of society, with an emphasis on pupils taking an active role in their school community,	Inclusivity and diversity- We strive to give our children a deeper understanding of tolerance and respect for others. We recognise the risk of the vulnerability of our children being susceptible to negative influences within the community. The focus this term, on being a global citizen, with a spotlight on the plight of the Wind rush generation, gives pupils a sense of the world around them and the wealth that diversity brings to life in Britain. Pupils will explore racism, what it is	Inclusivity and diversity-The focus this term, on the rule of law, the role of the monarchy and the importance of London in British society and history epitomizes how living in a diverse and inclusive community brings about opportunity and positive experiences. This topic exposes pupils to life in wider Britain and other communities (communities that our pupils are unlikely to know exist or will have visited). Pupils will explore the importance of	Aspiration -The topic this term, exploring how pupils can make changes to positively influence the world, encourages pupils to recognise their role in the wider community and world and that they can make a change and have an impact. This topic directly challenges negative stereotypes regarding aspirations and aims to prove to pupils that their actions are important, matter and that they have the power and influence to do good. This will be	Communication - Throughout this topic, pupils are encouraged to discuss and explore their transition this year and the changes that are upcoming. Pupils are encouraged to think about their own physical and emotional needs and how they can make choices to ensure they are healthy. Pupils are taught to think about their mental health and the importance of having good wellbeing. Within this term, pupils will talk to and meet others in the community who can help them and be

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		taking responsibility and developing a sense of pride.	and it's detrimental and hurtful impact on society. Pupils will move between exploring diversity in Britain to exploring diversity in our school, moving between the big picture and small picture to see how broader themes are relevant to them and their immediate community.	London in British history and how London has developed into a diverse capital city.	seen through making greener choices in the classroom and thinking about how our choices (despite seeming small), have a huge impact later on	supported to communicate their needs appropriately.
PSED Golden thread	Pupils will understand and be motivated by the school behaviour system. Pupils will begin to build relationships with staff and their peers and understand how to be a good friend. They may initial find separation from their grown up tricky but will settle by the end of the term. ELG- <i>Show an understanding of</i>	Pupils will be intrinsically motivated by rewards on offer and by the desire to 'do' the right thing. Pupils will have fleeting friendship groups and understand how to be a good member of the school community. Pupils will begin to learn the skills of negotiation, discussion and seeking resolution. Pupils will be	Pupils will now be working towards higher level bands and different responsibilities. Pupils will now be able to explore different ways of life, choices and beliefs and understand that others may live life differently to themselves; accepting this. This may be as simple as accepting that their friend may prefer different	Pupils will be able to establish friendships and engage in a variety of social situations, behaving appropriately. Pupils should be able to solve issues themselves without constant adult intervention. Pupils will understand that they can use their words to solve any problems they may encounter but	Pupils will be willing to engage with new opportunities and seek new experiences. They will know the qualities of a good learner and understand that they should not tolerate poor behaviour from their peers as they have the right to learn in an undisrupted manner.	Pupils will understand that they are moving on and they accept change as part of life. Pupils will be able to maintain friendships and play fairly, follow the rules and know why they should make good choices. Pupils will be able to control their emotions and have control of their reactions and choices.

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	<i>their own feelings and those of others, and begin to regulate</i> ELG- <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	comfortable with following the rules and will do so almost always. ELG- <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</i> ELG- <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> ELG- <i>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG- Participate in small group, class and one-to-one discussions, offering their own</i>	games to themselves and being able to comprehend this. ELG- <i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i> ELG- <i>Show sensitivity to their own and to others' needs</i> ELG- <i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher</i> ELG- <i>Hold conversation when engaged in back</i>	also know to seek adult help when they are worried or scared. ELG- <i>Form positive attachments to adults and friendships with peers.</i>	Pupils will have made significant progress in all areas of PSED. ELG- <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> ELG- <i>Work and play cooperatively and take turns with others.</i> ELG- <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>	Pupils are now ready to meet the demands of the KS1 curriculum. ELG- <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> ELG- <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>
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		<i>ideas, using recently introduced vocabulary.</i>	<i>and-forth exchanges with their teacher and peers.</i>			
UTW Golden thread	Pupils will understand that they were once a baby and that since they were born, things have changed (technology, themselves etc). Pupils will know that there is a 'past', be able to ask questions and makes links to things that have changed in their own life. Pupils will understand that change is part of life. ELG- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG- Understand the past through settings, characters and events	Pupils will understand they are part of community which has rules and expectations of its' members. Pupils will understand that these rules apply to them. They will understand they are part of the school and the local community. ELG- Talk about the lives of the people around them and their roles in society	Pupils will understand that people within the UK and wider world live differently, speak different languages and follow different faiths; accepting this and appreciating that we are all different and all special. Pupils will draw links from this and be able to compare their own lives to that of others within their community and further afield. ELG- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and	Pupils will understand the important role London plays and has played in British history. Pupils will know what London is like today and be able to compare it to the past. Pupils will develop their historical enquiry skills, knowing where to find information, and be able to draw links and contrasts from what they know about the capital. ELG- Explore the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Pupils will know that it is their duty to respect the world they live in and that their actions have a wider impact. Pupils will know that they should respect their locality but also take steps to safeguard the habitats of animals around the world (i.e. reduce single use plastic waste/recycle). Pupils will be ultimately aware that their actions and choices can positively impact others OUTDOOR LEARNING ELG- Explore the natural world around them, making	Pupils will understand what a human needs to survive but know that these are the very basics and that as a global citizen they should be motivated to show others love, care and kindness to others. Pupils will think about what actions they can take to support others. Pupils will also understand that their words and choices have consequences for other people. OUTDOOR LEARNING ELG- Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG- Know some

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	<i>encountered in books read in class and storytelling.</i> OUTDOOR LEARNING- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		<i>what has been read in class (FLOELLA BENJAMIN-COMING TO ENGLAND)</i> ELG- <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i>	ELG-<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	<i>observations and drawing pictures of animals and plants.</i> ELG- <i>Know some similarities and differences between the natural world.</i> ELG-<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	<i>similarities and differences between the natural world</i> ELG-<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>
Hooks and exhibitions of achievement	N- Creating a set of rules together Photo shoot for pupils after completing their first term R- Baby to now class photo album for home corner Self-portrait, My first week at school photo shoot	N- Creating a self-portrait for the class gallery Work exhibition R- Pupils to share their class artwork on display and class dojo	N- Pupils to create a shared list of questions for links with another school in a different country. Walk to post box to post letter to new friends- Pupils to open a letter back from our new friends R- Pupils to make links with another school in another country	N- Afternoon tea (Royal morning) Pupils to record a clip giving a fact about the King record for whole group video R- Pupils to hold a virtual exhibition of their junk model creations of London Landmarks All things London day (fish and chips, virtual boat trip up	N- Woodland walk Create a nursery wildflower bed that will attract new wildlife R- Donation of food to local food bank. Litter pick afternoon on the playground Pupils to create signage for the learning street about looking after the planet.	N- Leaver's graduation party to celebrate progress over the year R- Afternoon tea with parents to celebrate the end of our Reception Journey Healthy food tasting morning Health awareness day for children and parents- (good mental health

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			Pupils to send letters, photos and items that represent our school (uniform)	the Thames, wear red/white/blue	Planting afternoon- invite in grownups/carers (sunflower to plant/ take home and grow/ share pics on Class Dojo as it grows)	imperative for good physical health) Oral health
Key questions	N- Who am I? R- What has happened within my recent history to create the life I live today?	N- What is my role in the classroom? R- What is my role within my community?	N- What makes me special? R- How do my traditions and values fit into the world jigsaw?	N- What makes the monarch important? R- Why is London so important in British history?	N- How can I be green? R- How can I care for the plants and nature I share the world with?	N- What can I do to keep my mind and body healthy? R- What do we need to grow both physically, emotionally as humans
Subject knowledge – Geography Understanding the world		UTW- People, Culture and Communities ELG- • Describe their immediate environment using knowledge from observation, Discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and Cultural communities in	UTW- people, places and communities ELG- <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i> • Explain some similarities and differences between life in this	UTW- People, Culture and Communities ELG- • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences		

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		<i>this country, drawing on their experiences and what has been read in class.</i> By the end of this term, I will know that: I am part of a family (who I can name and talk about their role). My school logo represents my school community and that I have a role to play in my school community. My school is in Derby which is in England and that Derby is a small city. I will be able to discuss some of the features of their journey to school.	<i>country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</i> <i>Comparing geography knowledge to knowledge from text of the term</i> By the end of this term, I will know that: My school is in Derbyshire. I can use a map to talk about physical differences in Location. I can talk about how being different makes us special	<i>between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i> By the end of this term, I will know that: London is the capital of England, and it has changed over time. That we live in a democracy and be able to talk about what democracy is. The King is the head of state. the flag of Great Britain is red, white and blue and what the colours represent.		
Subject knowledge- History Understanding the world	UTW- Past and present ELG- <i>Know some similarities and differences between things in the past and now, drawing on</i>		UTW- Past and Present ELG- <i>Talk about the lives of the people around them and their roles in society.</i>	UTW: Past and Present ELG- <i>Talk about the lives of the people around them and their roles in society.</i>		

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	<i>their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> By the end of this term, I will know that: I was born in the past. I can tell you when I was born and how old I am now. I can talk about things I have done at the weekend and know that these were in the past.		• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> By the end of this term, I will know that: I can talk about a significant event in my own life that happened in the past (3rd birthday party etc.). I can talk about a national event that happened in the past. I know that our history may be different to other peoples.	• <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i> By the end of this term, I will know that: London has changed over time. I can talk about how London has changed, buildings, tourist attractions, cleaner etc). I can say why these changes are positive (cleaner/ safer etc).		
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			I know why it is important to explore history (to see how things have changed).	I can talk about the historical importance of a famous place in London (choose the place as a class- i.e. Parliament). I know that the monarch has changed over time.		
Subject knowledge- Science Understanding the world	UTW-The natural world Humans are born as babies, grow into toddlers and then infants, name some of the things that babies and children need to grow. Discuss some activities that babies, toddlers and children might enjoy. Know my age represents how many years old I am. When my birthday is				UTW The Natural World ELG- • <i>Explore the natural world around them, making observations and drawing pictures of plants.</i> • <i>Know some similarities and differences between the natural world Around them and contrasting environments, drawing on their experiences and what has been read in class.</i> • <i>Understand some important processes and</i>	UTW The Natural World ELG- • <i>Explore the natural world around them, making observations and drawing pictures of animals and plants</i> By the end of this term, I will know that: Humans need food, shelter and water to survive on a basic level. I can make healthy choices such as eating well and making sure I sleep/less screen time etc. I can observe the effects of exercise on my body (higher

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					<i>changes in the natural world around them, including the seasons and changing states of matter</i> People, Culture and Communities ELG- • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> By the end of this term, I will know that: A seed needs water, soil and sunlight to grow. It is my role to look after nature and I can make greener choices such as using less electricity to help with conservation. I can identify two/three basic plants- sunflower,	heart rate, red skin and sweating). I know that my mental health is as important as my physical health. I know what I can do to keep my mind healthy (Plenty if sleep, getting outside etc). I know who can help me if I feel unwell or unhappy.
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					daisy and a dandelion. Plants provide food, the leaves capture sunlight and the roots soak up water and provide stability.	
Subject knowledge- Art Expressive art and design.	EAD-Creating with Materials and Colour mixing ELG- • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, Texture, form and functions Fine Motor Skill ELG- • Use a range of small tools, including scissors, Paintbrushes and cutlery. • Begin to show accuracy and care when drawing. Reception By the end of the term, I will know that: I can name basic colours.	EAD- Creating with Materials ELG- • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, Texture, form and function. • Share their creations, explaining the Process they have used. Fine Motor Skills ELG • Use a range of small tools Reception Clay sculpting By the end of the term, I will know that:	EAD- creating with materials ELG- • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, Texture, form and function. • Share their creations, explaining the Process they have used. Fine Motor Skills ELG- • Hold a pencil effectively in preparation for fluent Writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery,	EAD- creating with materials ELG- • Share their creations, explaining the Process they have used. Fine Motor Skills ELG- • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	EAD- creating with materials ELG- • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, Texture, form and function. • Share their creations, explaining the Process they have used. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery.	EAD- creating with materials ELG- • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, Texture, form and function. • Share their creations, explaining the Process they have used. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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	I know I can mix colours to make new ones. I can use a paintbrush to mix colours. I know that by adding white, my colour will be lighter. I know that adding black will make the colour darker. I can make a new shade of a colour	Clay is found in the ground, it is a malleable material. I can manipulate clay to achieve a desired effect. I can use a rolling pin to flatten the clay. I can use a sculpting knife to make prints in the clay.	<i>Paintbrushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i> <u>Reception. Water colours</u> By the end of the term, I will know that: I must dip my paintbrush in water. I must only use small amounts of water. I can make my colour lighter or darker. I can use a fine brush to make my lines thinner. I must wash my brush between colours. I need to dry my brush after I have washed it.	<u>Reception Junk modelling</u> -Pupils to create a sculpture of the landmark they have chosen using recyclable materials. By the end of the term, I will know that: I can use recyclable materials to make a model. it is important to plan before I construct. I know when to use glue and when I need tape to stick things together. I can use scissors to cut materials to size. I can use colours, paint and collage to decorate my model.	<i>paintbrushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i> <u>Reception Pastels</u> By the end of the term, I will know that: I can use pastels to create a piece of art. I can push on hard or gently to change the effect. I can use my finger to smudge the colour. I can begin to consider using pastels to shade. I cannot rub out pastel once I've used them. I can smudge colours together.	• <i>Begin to show accuracy and care when drawing.</i> <u>Reception Mixed Media</u> By the end of the term, I will know that: I can use different media for the same project. I can carefully choose my materials specifically for my project. I know why I have picked those materials and can explain why. I can create and construct independently. I use tools safely and for purpose. I have a clear goal and know what I want my project to look like.
Subject knowledge- Writing Literacy	Name writing ELGs -Writing • <i>Write recognisable letters, most of</i>	Narrative writing. ELGs -Writing • <i>Write recognisable letters, most of</i>	Letter writing ELGs -Writing • <i>Write recognisable letters, most of</i>	Writing a fact file about London ELGs -Writing • <i>Write recognisable</i>	Instructions- How to look after our world ELGs -Writing	Invitation writing - Invitation to afternoon tea ELGs -Writing

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Writing taught through topic lessons Drawing club taught daily.	<i>which are correctly formed.</i> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: I can start writing/mark making on the far left on the page. I can give meaning to the marks I am making. I have a preferred hand to write with and am developing a secure pencil grip. I can write my name and tell you my full name. I know a statement is an informative sentence.	<i>which are correctly formed.</i> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: I can find my next clean page to begin writing. I can follow a simple story. I can create a simple story map. I can retell a story using a simple story map. I can innovate part of a story and make a simple change. I can talk about the change I have made verbally retelling the key text and representing in	<i>which are correctly formed.</i> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: Know what a letter is and its purpose. I can write in the style of a letter. I can identify a letter from other text types. Writing a letter as a whole class-signing with name	<i>letters, most of which are correctly formed.</i> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: A fact is a true statement. I can find facts in non-fiction books. I can find facts on the internet, but I must check they are correct. I write a fact about London. I can identify a bullet point in a factual text. I can write a title for my fact file.	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: An instruction is a sentence telling you how. An instruction includes an imperative verb. An imperative verb is a bossy doing word. Instructions are normally numbered. Instructions are written in order.	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. By the end of this term, I will know that: An invitation is a piece of text asking us to attend an event. An invitation addresses a person by name. An invitation usually tells you where and when. You finish an invitation with your name (who it's from). An invitation gives brief details of an event.
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		mark making/picture			Instructions are usually factual. Create a set of instructions as a group- follow the instructions together.	Invitations can be sent through the post or virtually. Creating invitations as a group- writing own name and mark making details of invite.
Subject knowledge RE	Which stories are special and why? Stories from Christianity, Islam, Judaism, Hinduism. Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	Which people are special and why? Family, friends, Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	What places are special and why? Churches, synagogues, temples and Mosque. Places in the community. Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	What times are special and why? Religious celebrations Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	Being special: where do we belong? Family Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	What is special about our world? Forest school Understanding the world- People, culture and communities ELG- Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.

The Bemrose school- EYFS curriculum map- Knowledge progression

Maths	Baseline (4 wks) Subtising to 5 (3 wks)	Composition of numbers to 10. (4 wks) 2dshapes (1 wk) Comparing quantities (1 wk)	1 more to 10 (1 wk) 1 less (1 wk) Number bonds to 5 (2 wks) Number bonds to 10 (2 wks) 3d shapes (1 wk)	Exploring patterns within number to 10 including odds and evens (1 wk) Sharing (2 wks) Doubling (2 wks) Halving (1wk)	Addition to 10 (2 wks) Subtraction to 10 (2 wks) Composition of numbers to 10 (1 wk) Number bonds to 10 (1 wk)	Doubling, halving and sharing recap (1 wk) 2D and 3D recap (1 wk) Length/ height (1 wk) Weight/ capacity (1 wk) Position /distance (1 wk) Money (1 wk) Time (1 wk)
Drawing club	*A handful of Buttons *The Three little pigs *The princess and the pea *Storm *A rumble in the jungle *The parrot Tico Tango	*Binnys Diwali *Kitchen Disco *Humpty Dumpty *Kippers birthday *Alfies and the birthday surprise *Scarecrows wedding *Smelf the Hannukah elf * Stickman	*Dear Dinosaur *Harry and a bucketful of dinosaurs *Super-worm *Super bat *Bananaman *The runaway wok	*Beegu *How to catch a star *Toys in space *The bad-tempered ladybird *The butterfly bouquet	*The enormous turnip *The odd egg *Dear zoo * Detective dog *The little red hen * The hare and the tortoise	*Mr Benn the diver *Portland Bill *Pirate Pete *The night pirates *The pirate house *Someone swallowed Stanely *The odd fish
PHSCE- SCARF	Me and my relationships All about me What makes me special Me and my special people	Valuing difference I'm special, you're special Same and different Same and different families	Keeping safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines)	Growing and changing Seasons Life stages - plants, animals, humans	Rights and respects Looking after my special people Looking after my friends	Being my best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind

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	Who can help me? My feelings My feelings (2)	Same and different homes I am caring I am a friend	Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Move your body A good night's sleep
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