

Curriculum Map

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	It's good to be me! 	Celebrations 	The world around us - Winter	The world around us - Spring 	The great outdoors	Let's go on an adventure! 
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? ? Exploring the settings for different stories, ? Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers ? ?	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Cultural capital and enrichment	School tour Sponsored Event	Halloween Diwali Advent Christmas Concert	Chinese new year Valentines day Pancake day	World book day Mothers day Easter Holi Eid al Fitr	Trip to Manor farm	Walk around the local area Father's Day Sports day Transition

Physical Development Fine Motor Monday every week	Dough Disco Big Moves Pencil Control Threading Develop pencil grip Position and Posture for writing Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	Dough Disco Big Moves Cutting lines and shapes Colouring Letter formation – beginning Develop pencil grip Posture & Position for writing Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	Dough Disco Big Moves Accurate cutting Letter Formation Develop pencil grip Posture & Position for writing Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	Dough Disco Big Moves Develop pencil grip Writing between lines 	Dough Disco Big Moves Form most letters correctly Smaller writing 	Dough Disco Big Moves Form most letters correctly Smaller writing
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	We will be learning to... Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs.	We will be learning to... Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	We will be learning to... Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?		We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts		We will be learning to... 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. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary		We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)		We will be learning to... Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.
	BAME So much Shine Lulu’s first day Baby goes to market Mommy saying Full, full full of love Maisie’s Scrapbook Jabari jumps		Cultural Diversity The big book of families Maisie’s scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin’s Grandpa Hats of Faith		Neurodiversity Through the eyes of me Loud A Friend for Henry We’re all wonders Incredible you I see things differently Because What makes me a me?		Physical Disabilities Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don’t call me special Happy to be me Millie gets her super ears		Different families Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	

Literacy Comprehension Word Reading Writing	We will be learning to... <u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages. <u>Word Reading</u> Children will segment and blend sounds together to read words. <u>Writing</u> Children will give meanings to the marks they make. Pencil Grip	We will be learning to... <u>Comprehension</u> Children will engage and enjoy an increasing range of books. <u>Word Reading</u> Children will begin to read captions and simple sentences <u>Writing</u> Children will form letters correctly	We will be learning to... <u>Comprehension</u> Children will act out stories using recently introduced vocabulary. <u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together. <u>Writing</u> Children will write words representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will be able to talk about the characters in the books they are reading. <u>Word Reading</u> Children will read words containing tricky words and digraphs <u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters	We will be learning to... <u>Comprehension</u> Children will retell a story using vocabulary influenced by their book. <u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words. <u>Writing</u> Children will write words which are spelt phonetically	We will be learning to... <u>Comprehension</u> Children will be able to answer questions about what they have read. <u>Word Reading</u> Children will read books matched to their phonics ability. <u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.
	Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly. Join in and participate in shared reading.					
Little Wandle Phonics	Phase 1 and Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4

Mastering Number - Mathematics	We will be learning to... Opportunities for settling in, introducing the areas of provision. Key times of the day, class Routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Count objects, actions and sounds accurately and with confidence. Subitise. Numbers within 3 Composition of numbers to 4 Use talk to compare length, weight and capacity of different items. Continue, copy and create repeating patterns using colours, shapes and everyday objects. Name different 2D shapes, recognise and find similarities and differences between them.	We will be learning to... Count objects, actions and sounds accurately and with confidence. Subitise numbers within 5 Match the correct numeral to a set of objects up to 10 and beyond. Explore number bonds for numbers 0–5 and some to 10. Find a number that is ‘one more than/one less than’ a given number. Composition of numbers to 7 Recall number bonds for numbers 0–5 and some to 10. Doubles Sorting odd/even numbers Subitise numbers.	We will be learning to... Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Count objects beyond ten. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10. Introduction of rekenreks
Understanding the World Past and Present People, Culture and Communities Natural World	Autumn Humans – how have we changed? Ourselves and our families Forces Celebrations and festivals Materials including changing materials	Winter / Growing / Spring Winter & Spring Walk around school Animals in Winter Animals	Trip to Manor Farm and the Focus - Out and About - Walk around the local area Animals Journeys Minibeasts Floating and Sinking
	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Talk about what happens in the past and present. Understand the effect of changing seasons on the natural world around us.		

Connected World – Computing curriculum	Online Reputation	Self image and Identity	Privacy and Security	Managing online information	Health, well being and lifestyle	Online relationships
	Throughout the year we will... Discuss and explore different types of technology Understand the rules and safety around online learning and usage					

Expressive Art and Design	Artist - Kandinsky		Artist – Van Gogh		Artist – Andy Goldsworthy	
Creating with Materials	Explore colour mixing and art materials Join materials together Talk about my creations		Explore different techniques Use well known stories in role play Listen carefully and move in time to music Join in with singing and dancing confidently		Talk about the process of making a creation Use props to recreate stories Perform songs and dances/poems to others	
Being Imaginative and Expressive, including music	Use imagination on role play Retell familiar stories Keep a steady pulse (clapping in time) Join in with singing and dancing		Sing a well known tune at the correct pitch			
Religious Education	Which people, stories and events are special to me? Family, friends, community, any stories and events (not necessarily focused on religion) Why do Christians think Jesus was a special baby? New life and celebrating with baptism/christening Why are Rama and Sita special to Hindus. How is Diwali celebrated		What do I know about Easter and Holi? How can we see Easter around us? Signs and symbols The Easter story Holi – stories of Krishna and the colours, and Holika and Prahlad How Hindus celebrate Holi in Leicester		What do these words mean? Special to you, sacred to a group of people What makes something special, what makes objects and places special? Special clothes, headwear etc Why are some places considered sacred? What can we see in a Church and a Madir? Visit to church. Videos of mandir. Important objects, symbols, pictures that you will see when your there.	
Get Set4 PE - PE	Dance – unit 2	Ball Skills – unit 2	Gymnastics Unit 2	Gymnastics Large Apparatus	Games – Unit 1	Sport’s Day team races
PSHE	Creating a calm corner/area Describing feelings Coping strategies	I am unique Special people Similarities and differences	Team den building Grounding Circus skills	Pass the whisper Obstacle exciting Blindfold Walk	Festivals Being a good friend Celebrating Friendships	Looking after ourselves Being a safe pedestrian A rainbow of food
British Values	<u>Mutual respect</u>	<u>Mutual Tolerance</u>	<u>Rule of law</u>	<u>Individual liberty</u>	<u>Democracy</u>	
Where this might be	Sharing outside area; School	In addition to previous:	In addition to	In addition to	In addition to	

seen in EYFS :	rules and values; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	Anti-bullying week; Celebrations from all cultures; Children in Need;	previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	previous: Teaching in RE Exploring our differences; How we are all unique;	previous: Assemblies; speaking and listening at circle times; developing social skills;	
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