



## EYFS Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Reading</b>  <b>Whole Class Readers and Digital Texts</b>	<ul style="list-style-type: none"> <li>• Mouse House – J. Burningham</li> <li>• Mice – Nocturnal Explorers</li> <li>• The Large Family Collection – J. Murphy</li> <li>• The Gruffalo – J. Donaldson</li> <li>• We're Going On A Bear Hunt – M. Rosen</li> <li>• Treasury of Rhyme Book and CD (poetry)</li> <li>• Action Rhymes</li> <li>• Oh No Jo, No! – Michaela Morgan</li> <li>• Ten Out Of Bed – Penny Dale</li> <li>• Room on the Broom – J. Donaldson</li> <li>• Elmer – D. McKee</li> </ul>	<ul style="list-style-type: none"> <li>• The Train Ride – J. Crebbin</li> <li>• How my bike was made – (non-fiction text)</li> <li>• Whatever Next! – J. Murphy</li> <li>• I want to be a Pirate – fiction stories</li> <li>• Things with Wings – P. Shipton</li> <li>• Christopher's Caterpillars – C. Middleton</li> <li>• The Book of Butterflies</li> <li>• The Very Hungry Caterpillar – E. Carle</li> <li>• A Journey Home from Grandpa's – J. Lumley</li> <li>• Owl Babies – M. Waddell</li> <li>• Oi Frog – K. Gray</li> <li>• Oi Dog – K. Gray</li> <li>• Stories from other cultures – Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• If Only – N. Griffiths</li> <li>• Mini-beasts</li> <li>• The Very Hungry Caterpillar – E. Carle</li> <li>• Where the Wild Things Are – Maurice Sendak</li> <li>• Not Now Bernard – D. McKee</li> <li>• Alliteration Rap</li> <li>• The Spots and the Dots – M. Deuchars</li> <li>• There Is No Dragon In This Story – L. Carter</li> <li>• Get to Know Komodo Dragons – F. Brett</li> <li>• For the Birds – digital text <a href="https://www.youtube.com/watch?v=nYTrIcn4rij">https://www.youtube.com/watch?v=nYTrIcn4rij</a></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Independent name writing – mark making/copy writing</li> <li>• Continuous Provision – sound recognition, writing for a purpose</li> <li>• Alliterative names and alliterative sentences.</li> <li>• Labelling pictures – Room on the Broom</li> <li>• Developing sentences - Elmer</li> <li>• Labelling pictures, speech bubbles – The Gruffalo</li> <li>• A letter to the Mouse family on how to keep safe in school – Mouse House</li> <li>• Letter to Santa: list</li> <li>• Ten out of Bed – recall using mathematical language.</li> <li>• Story retell, in own words, using pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Recount of a journey - The Train Ride/ Journey Home from Grandpa's</li> <li>• Labelling their own choice of transport - How My Bike Was Made</li> <li>• Write a list of what they would take to the moon – Whatever Next!</li> <li>• Recount – visit to Leyland Transport Museum</li> <li>• Labelled 'Wanted' posters, character description – I want to be a Pirate</li> <li>• Designed and labelled treasure maps</li> <li>• Instructions: How to make a Mr Greenhead</li> <li>• Writing lists of things with wings and factual sentences – Things With Wings</li> <li>• Letter: How to look after your caterpillars – Christopher's Caterpillars</li> </ul>	<ul style="list-style-type: none"> <li>• Character description for a new character – If Only</li> <li>• Story retelling – There is no Dragon in this Story</li> <li>• Labelling drawings of mini beasts and toys</li> <li>• Writing lists for mini beast hunt</li> <li>• Factual sentences for mini beasts</li> <li>• Captions for scenes – Where the Wild Things Are</li> <li>• Create own Wild Thing character description</li> <li>• Monster Description – Not Now Bernard</li> <li>• Repetitive sentences and rhyme – Not Now Bernard</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>Ordering numbers</li> <li>Counting and matching sets of objects</li> <li>Recognising numbers</li> <li>Number formation</li> </ul>	<ul style="list-style-type: none"> <li>Ordering, counting numbers</li> <li>Recording numbers – formation</li> <li>More and less</li> <li>Length – long, short, comparing lengths</li> <li>2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Counting in 2s, 5s and 10s</li> <li>Addition – using objects, concrete apparatus and introducing number lines</li> <li>Subtraction – using objects and concrete apparatus</li> </ul>
<b>Science</b>	<p>Naming body parts and the skeleton</p> <p>How we change as we grow</p> <p>Keeping healthy – exercise and food</p>	<p>Naming different parts of a plant</p> <p>Looking at conditions for plant growth</p> <p>Looking at where different plants grow (desert islands)</p>	<p>Naming different insects</p> <p>Looking at and comparing habitats</p> <p>Comparing how mini beasts travel</p> <p>Comparing wild and domestic animals</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Know the parts of a computer</li> <li>Become familiar using computers in continuous provision and role play areas.</li> <li>Develop hand eye coordination using a mouse</li> <li>Know how to enter and select a programme.</li> <li>Use click and drag to move objects around the screen using the mouse.</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple graphics programme</li> <li>Demonstrate the programme and explain the different functions.</li> <li>Draw a subject related to learning context using Purple Mash paint software.</li> <li>Save and print out work</li> <li>Use programmes that have a clear print icon before progressing to those that need confirmation by clicking ok.</li> <li>Use peer tutoring to teach each other.</li> </ul>	<ul style="list-style-type: none"> <li>Use an adventure programme or simulation</li> <li>Make decision using adventure programme</li> <li>To give simple instructions to perform a sequence</li> <li>Use Beebots to give an instruction in order to create a sequence of movements.</li> <li>To design and build using computer software</li> <li>Use design and build using Purple Mash, Simple City.</li> <li>Print designs.</li> </ul>
<b>History</b>	<p><b>Past and present events in our own lives and our families' lives</b></p> <p>Talk about significant events in our own lives and of people familiar to us, understanding past, present and future</p> <p>Talk about past and future events using language associated with time- today, tomorrow, yesterday, week, month, year</p>	<p><b>How transport has changed over the years</b></p> <p>Look closely at similarities, differences, pattern and change</p> <p>Understand how transport has changed over the years.</p> <p>Use words and phrases such as: 'old', 'new' and 'a long time ago.'</p>	<p><b>Toys, similarities and differences</b></p> <p>Use language associated with the passage of time.</p> <p>Look at contemporary toys, sort old and new, compare similarities and differences.</p> <p>Use words and phrases such as: 'old', 'new' and 'a long time ago.'</p> <p>Understand that some objects belonged to the past.</p>
<b>Geography</b>	<p><b>Comments and asks questions about aspects of their familiar world such as the place where they live/natural world.</b></p> <p><b><u>Ourselves</u></b> – own route to school</p> <p><b><u>People Who Help Us to Keep Safe</u></b> – journeys from Fire Station etc using Bee-Bots</p>	<p><b>Looks closely at similarities, differences, pattern and change.</b></p> <p><b><u>Transport Topic</u></b> – different types of transport and where they move e.g. sea, road, air etc. (Discuss natural/manmade features – physical and human)</p>	<p><b>Children know about similarities and differences in relation to places.</b></p> <p><b><u>Animals and Mini -beasts</u></b> (contrasting different habitats e.g. hot/cold countries Australia/ Antarctica)</p>

		<b><u>Pirates Topic</u></b> – Produce maps of treasure islands, compare hot place to their local area.	
<b>Art</b>	<p><b><u>All About Me</u></b>  <b>Observational drawings – portraits</b>  Investigate different lines, shapes and textures from observation, use and begin to develop pencil control, pencil, charcoal, chalk, large scale, different paper</p> <p><b>Colour and Painting – portraits</b>  Recognise and name primary colours, mix and match colours to different objects.  Explore colour mixing using primary colours, use a range of tools including different size brushes and sponges, explore colour in different media: pastel portraits, collage</p> <p><b><u>People Who Help Us</u></b>  <b>Observational drawing</b> – large scale drawings including portraits, using different media and backgrounds, continue to develop pencil control  <b>Colour</b> – wax resist crayon/ oil pastel drawings  <b>Painting</b> – colour mixing, matching to different objects, paintings using different colours and brushes, colour mixing, using a variety of tools and techniques,</p>	<p><b><u>Transport</u></b>  <b>Observational drawings – vehicles</b>  Investigate different lines and shapes from observation and imagination, continue to develop pencil control, pencil, charcoal, chalk, large scale, different paper  <b>Printing</b> – using a variety of objects, wheels, block colours, patterns, simple symmetry  <b>3D - model making</b> – building, constructing, shape and model, boxes</p> <p><b><u>Plants</u></b>  <b>Observational drawing</b> – plants, leaves, investigating different shapes, patterns, lines, continue to develop pencil control, different scales and different surfaces/ paper, leaf rubbings  <b>Printing</b> - leaf prints, mono prints, patterns, simple symmetry  <b>Painting</b> – colour mixing, greens, colours in nature,  <b>Collages and textiles</b> - collecting and trapping materials in laminates, weaving, exploring objects and textures in the school garden  <b>3D – ceramics</b> – carving, rolling, cutting, pressing images to create clay relief slab tiles</p>	<p><b><u>Minibeasts</u></b>  <b>Observational drawings – minibeasts</b>  Investigate different lines and shapes from observation and imagination, continue to develop pencil control, pencil, charcoal, chalk, different scales, different paper  <b>Colour mixing</b> - using a range of media, mixing colours, pattern: relief printing with mini beast stampers  <b>3D - junk modelling and mask making</b> - collage and textiles, designing own minibeasts, clay and mixed media models, manipulate materials to achieve a planned effect</p> <p><b><u>Time Travel (Space/ Dinosaurs)</u></b>  <b>Observational drawings</b> - Investigate different lines and shapes from observation and imagination, continue to develop pencil control, pencil, charcoal, chalk, different scales, different paper  <b>Colour mixing</b> - using a range of media, mixing colours, range of materials, straws, sponges, brushes, marbling dinosaur eggs, manipulate materials to achieve a planned effect</p> <p>Use drawings to tell stories</p>
<b>Design Technology</b>	<p><b><u>Construction</u></b>  <b>People who help us</b> - design, make and evaluate models  Use scissors along straight and curved shapes.  Build and join 3D structures using a range of materials for a specific purpose.  Select appropriate materials and adapts work when necessary.</p>	<p><b><u>Textiles</u></b>  <b>Transport</b> – design, make and evaluate a pirate hat  Use a wide range of tools with greater accuracy to shape, assemble, join materials  Select tools and techniques needed to shape, assemble and join materials.</p> <p><b><u>Construction</u></b> – design, make and evaluate a form of transport, such as a pirate ship.  Build and join 3D structures using a range of materials for a specific purpose.  Use a range of tools.</p>	<p><b><u>Construction</u></b>  <b>Minibeasts</b> – design, make and evaluate using the local environment as a stimulus for designing a mini beast.  Build and join 3D structures using a range of materials for a specific purpose.  Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method.</p> <p><b><u>Cooking and nutrition:</u></b>  <b>Senses</b> – designing and making fruit kebabs.</p>

		<p><b>Cooking and nutrition:</b> design, make and evaluate decorating biscuits Begin to understand some of the tools, techniques and processes involved in food preparation. Understand basic hygiene awareness.</p>	<p>Begin to understand some of the tools, techniques and processes involved in food preparation. Understand basic hygiene awareness.</p>
RE	<p><b>Being Special</b> Share and record occasions in their lives when special things have happened to them and made them feel special. Recall simply what happens at a traditional infant baptism and dedication.</p> <p><b>Special Times (Christmas)</b> Give examples of special occasions and suggest features of a good celebration. Recall stories connected with Christmas and discuss why Christmas is a special time.</p>	<p><b>Special Stories</b> Talk about special stories and why they are special Recall some religious stories and their meaning (stories from other cultures- Chinese New Year)</p> <p><b>Special Times (Easter)</b> Give examples of special occasions and suggest features of a good celebration. Recall stories connected with Easter and discuss why Easter is a special time.</p>	<p><b>Special Places.</b> Talk about somewhere that is special to them, saying why. Be aware that religious people have places which have special meaning</p> <p><b>Special People.</b> Talk about people who are special to them and say what make family and friends special. Identify some of the qualities of a good friend and reflect if they are a good friend. Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them.</p>
PSHCE	<p><b>Being Me In My World-</b> help others feel welcome, try to make our school a better place, think about everyone's right to learn, care about other people's feelings, work well with others, choose to follow the learning charter</p> <p><b>Celebrating Difference</b> - accept that everyone is different, include others, know how to help if someone is being bullied, try to solve problems, try to use kind words, know how to give and receive compliments</p>	<p><b>Dreams and Goals</b> - stay motivated when doing something challenging, keep trying even when it is difficult, work well with a partner or in a group, have a positive attitude, help others achieve their goals, are working hard to achieve their own dreams and goals</p> <p><b>Healthy Me</b> -have made a healthy choice, have eaten a healthy, balanced diet, have tried to keep themselves and others safe, know how to be a good friend and enjoy healthy friendships, know how to keep calm and deal with difficult situations</p>	<p><b>Relationships</b> - know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they feel upset and hurt, know what make a good relationship</p> <p><b>Changing me</b> - understands that everyone is unique and special, can express how they feel when change happens, understand and respect the changes that they see in themselves, understand and respect the changes that they see in other people, know who to ask for help if they are worried about change, are looking forward to change</p>
PE	<p><b>Write Dance</b></p> <p><b>Moving and Handling</b> - Crawl, walk run etc Val Sabin Resource File</p>	<p><b>Write Dance</b></p> <p><b>Games</b> - Sending and Receiving Val Sabin Resource File</p> <p>Parachute Games</p>	<p><b>Write Dance</b></p> <p><b>Athletics</b> -Running, jumping and throwing Val Sabin Resource File</p> <p>Sports Day practise</p>

	<b>Spatial Awareness</b> -Travelling. balancing and climbing on apparatus (gymnastics)		
<b>Music</b>	<p><b><u>Musical learning focus across the year:</u></b></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul> <p><b><u>Themes-</u></b> <b><u>ME!</u>- Cross Curricular links</b> Growing, homes, colour, toys and how I look</p> <p><b><u>My Stories- Cross Curricular links</u></b> Using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's Pretend, Once Upon A Time</p>	<p><b><u>Musical learning focus across the year:</u></b></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul> <p><b><u>Themes-</u></b> <b><u>Everyone!</u>-Cross Curricular links</b> Family, friends, people, music from around the world</p> <p><b><u>Our World-Cross Curricular links</u></b> Animals, Jungle, Mini-beasts, Night and day, Sand and water, Seaside, Seasons, Weather, Sea, Space</p>	<p><b><u>Musical learning focus across the year:</u></b></p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul> <p><b><u>Themes-</u></b> <b><u>Big Bear Funk-</u> Cross Curricular links</b> <i>Topic – Travelling back in time – to the land of the dinosaurs. Dinosaurs - A collection of songs to be sung across the term.</i></p> <p><b><u>Reflect, Rewind and Replay</u></b></p> <p><b>Musical learning focus:</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Sing and revisit nursery rhymes and action songs</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> </ul>
<b>Curriculum Enrichment</b>	Visits from People Who Help Us- Lollipop person, Nurses, Police, Firefighters	Visit to British Commercial Vehicle Museum Leyland Chinese new year workshop - paint painting and Chinese dance workshop	Visit to Farmer Teds - animals and their young, caring for animals, mini-beasts and habitats, school garden