









EYFS Curriculum Map

	Autumn	Spring	Summer 1
Cycle 1	Into the Woods	All about me	In the Garden
Cycle 2	Food and Festivals	Imaginary worlds	About Town








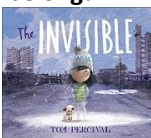
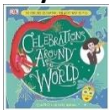
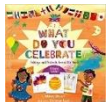


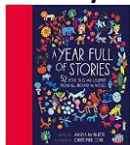
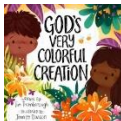



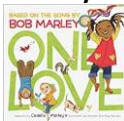
EYFS Long Term Curriculum Map Cycle 2

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term Global Citizenship Theme: Ecological Awareness	
Autumn Food and Festivals		Spring Imaginary Worlds		Summer About Town	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts: 1. Baby Goes to Market (N)/ Lima's Red Hot Chilli ® 2. Handa's Surprise 3. Room on the Broom	Core Texts: 1. The Best Diwali Ever 2. The Gingerbread Man 3. The Christmas Story	Core Texts: 1. Rapunzel 2. The Princess and the Pea 3. George and the Dragon (N)/ The Worst Princess (R)	Core Texts: 1. Knock Knock Who's There? (N) / Captain Flinn and the Pirate Dinosaurs (R) 2. Whatever Next! 3. Supertato	Core Texts: 1. The Three Little Pigs 2. The Jolly Postman 3. Three Billy Goats Gruff	Core Texts: 1. Tidy 2. The Shopping Basket 3. Through my Window
					
Literacy Outcome: Pre: To show interest in stories and listen to stories in a small group. N: To join in with patterned story language R: To retell and perform a story orally	Literacy Outcome: Pre: To begin to have favourite books and characters and talk about them. N: To begin to identify the characters in familiar stories and start to predict what might happen next. R: To describe the characters in familiar stories and structure stories with a beginning, middle and end. R: To hear and identify initial sounds, to begin to orally	Literacy Outcome: Pre: To know how to hold a book correctly, start at the beginning and turn pages. N: To sequence a story using pictures. R: To understand a narrative, sequencing a story using time connectives. To create story maps to reflect the narrative sequence. R: To use phonic knowledge to read and write CVC words.	Literacy Outcome: Pre: To experiment with making marks with different tools and materials. N: To begin to mark make for a purpose e.g make a birthday card or draw a picture. R: To begin to write words using phonic knowledge and attempt simple phrases/captions, e.g invitations, cards, lists	Literacy Outcome: Pre: To begin to attach meaning to their mark making. N: To use mark making to represent their ideas and understand their ideas can be recorded as written words e.g. drawing illustrations for their own picture books with adults scribing their story. R: To begin to write simple sentences e.g. creating their own books.	Literacy Outcome: Pre: To talk about the pictures in books. N: To make simple inferences about stories using the illustrations and through discussions about the text. R: To suggest alternative endings for stories and create their own versions of stories. R: To begin to join sentences in writing to create narratives.

	blend CVC words. To write their name.				
Other Texts: Goldilocks and the Three Bears, The Little Ren Hen, Handa's Hen, The Magic Porridge Pot, One Child One Seed, Runaway Chipatti, The Empty Pot, Hannukah Bear, Dia de los Muertos, Red Hot Chilli, I Will Not Never Ever Eat a Tomato, Festival of Lights, Festival of Colours		Other Texts: The Worst Princess, Sir Charlie Stinky Socks, Shhh, Super Daisy, Zog, The Night Pirates, Aliens Love Underpants, On the Way Home, Tyranosaurus Drip, Pirate Boy, Rapunzel, Snow White, Puss in Boots, Aladdin, Spells, Where the Wild Things Are, Dragon Dance, We're Going on an Egg Hunt		Other Texts: Emergency!, The Little Red Train, Mr Gumpy's Motor Car, Oi Get of Our Train, Not Like That Like This, On the Way Home, Where's Spot, Who Sank the Boat, Dear Zoo, You Can't Take and Elephant on the Bus, The Journey Home, Katie in London, Ramadan Moon, Anansi stories, The Proudest Blue, Window	
Songs and Rhyming Stories: Silly Soup If You're Happy and you know it Barefoot Books: Here we go round the Mulberry Bush	Songs and Rhyming Stories: Jumping Bean Bringing the Rain to Kapiti Plain Barefoot Books: Knick Knack Paddywack	Songs and Rhyming Stories: Superworm Barefoot Books: The Magic Train Ride	Songs and Rhyming Stories: Zoom Zoom Zoom Barefoot Books: Space Song Rocket Song or Port Side Pirates or Dinosaur Rap	Songs and Rhyming Stories: The Wheels on the Bus Faster, Faster! Nice and Slow! The Train Ride Barefoot Books: The Wheels on the Bus	Songs and Rhyming Stories: The Big Red Bus Old MacDonald Farmyard Hullabaloo Rumble in the Jungle Barefoot Books: Travelling By
Role Play enhancement: Café/Shop Pizza restaurant Celebrations in Home Corner	Role Play enhancement: Café/Shop Santa's Grotto Celebrations in Home Corner	Role Play enhancement: Castle/Dungeon Superhero Den	Role Play enhancement: Dinosaur Cave Pirate Ship	Role Play enhancement: Construction site Garage/car wash Ticket office/train station	Role Play enhancement: Police station Fire station Hospital
Maths: Children follow the White Rose Maths programme in Reception and in Nursery follow a bespoke maths scheme including elements of the Numicon Firm Foundations.					
Maths focus Reception Match, Sort and Compare Talk about Measures and Patterns Nursery Colours and sorting Shape and Space - Developing Spatial Awareness Measure – recognising attributes, comparing amounts	Maths focus: Reception It's Me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides Nursery: Shape and Space – spatial vocabulary Comparison – identifying groups with the same number	Maths focus: Reception Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Nursery : Patterns – ABB and ABBC patterns Shape and Space – developing shape awareness through construction, representing spatial relationships	Maths focus: Reception: Length, height and time Building 9 and 10 Explore 3D Shapes Nursery: Cardinality and Counting – numerals Composition– 1 more/1 less, partitioning into different pairs of numbers Shape and Space – similarities between shapes, properties of shapes	Maths focus: Reception To 20 and beyond How many now? Manipulate, compose and decompose Sharing and Grouping Nursery Comparison – comparing numbers and reasoning Cardinality and Counting – conservation	Maths focus: Reception Sharing and Grouping Visualise, build and map Make connections Nursery: Shape and Space – relationship between shapes Composition – number bonds up to 5

Pattern – AB patterns Cardinality and Counting - saying number words in sequence, tagging each object with a number word	Cardinality and Counting – knowing the last number counted is the total Patterns – spotting errors in an AB pattern, identifying the unit of repeat, continuing a pattern that ends mid unit	Cardinality and Counting – subitising Composition – part whole, inverse operations Measures – comparing, estimating and predicting	Patterns – patterns around us, patterns in a circle Measures – relationship between size and number of units	Composition – partitioning into more than 2 numbers Shape and Space – describing properties of shapes Measures – beginning to use units compare	Measure – using time to sequence events, time durations Comparison -1 more/ 1 less
Possible Lines of Enquiry: Where do our families come from? What do we celebrate? How and why do different communities celebrate? How are we similar and how are we different? How do we maintain a healthy lifestyle? Where does our food come from? How do we keep our teeth healthy and strong? Why do we need to wash our hands? How do we take care of ourselves?		Possible Lines of Enquiry: Who are the characters? Can you describe your character? Where is your story set? Can you describe the setting? How do you/they feel? Where are they going? What do they find/discover? Where have they come from? How did they get there? What happens next?		Possible Lines of Enquiry: Can you build a house? What materials will you use? How do you know it is strong? How do we post a letter? What’s in our local area? How do we travel? How can machines help us? How do we make it work? Who can help us in our community? How can we look after our environment?	
See medium term plans for skills, knowledge, understanding and possible learning opportunities.					
Topic Enrichment Opportunities: Welcome Teddy Bear Picnic Forest School Trip to Chapel Lane Market Bollywood Vibes dance workshop Visit to local place of worship Christmas show/nativity/panto		Topic Enrichment Opportunities: Forest School Trip to Tower of London/Golden Hinde Trip to Princess Diana Memorial Playground Storyteller Science Museum/Toy Museum		Topic Enrichment Opportunities: Forest School Trip to police station/Police officer visit Trip to post office Trip to local garage/mechanic visit London bus sightseeing trip Local trip to King’s Square Royal Mews/ Buckingham Palace or Transport Museum	
End of Term Project: International Evening	End of Term Project: Celebration assembly	End of Term Project: Art Gallery – imaginary worlds	End of Term Project: Easter Bonnet Parade	End of Term Project:	End of Term Project: End of year celebration/summer picnic
Global Citizenship: Equality and Rights Power and Governance (4 weeks) What rules do we have in the classroom? How can we be Ready, Respectful and Safe? What can we do when someone doesn’t follow the rules?		Global Citizenship: Respect for Others Identity and Diversity (8 weeks) What makes me me? What makes me different? What do I like about my friends? What is a friend?		Global Citizenship: Ecological Awareness Sustainable Development (8 weeks) Should I look after my classroom? How do I take care of plants and animals? Should we throw everything away when we have finished with it? What does recycling mean?	

Social Justice and Equity (6 weeks) Is it fair? Why should we share? How can we help someone who is struggling? Is it fair if some people get everything and some people get nothing? Human Rights (5 weeks) What would happen if we didn't have.....? What do we need to be cared for?		Peace and Conflict (4 weeks) What happens if I do something wrong? What does sorry mean? How do we avoid upsetting others?		Globalisation and Interdependence (6 weeks) Where do we live? What is in our local environment? How do we have links with other places? Where do our families come from? Where does our food come from?	
Global Citizenship Links: <ul style="list-style-type: none"> • International Day of Peace • Black History Month – celebrating diversity • Dyslexia awareness week 	Global Citizenship Links: <ul style="list-style-type: none"> • Universal Children's Day • Anti- Bullying Week • Human Rights Day • Remembrance Day • Children in Need • Road Safety Week 	Global Citizenship Links: <ul style="list-style-type: none"> • International Women's Day • International Mother Language Day • Children's Mental Health Week 	Global Citizenship Links: <ul style="list-style-type: none"> • Autism Awareness Day • Comic Relief • World Book Day • Fair Trade Fortnight • Mothering Sunday 	Global Citizenship Links: <ul style="list-style-type: none"> • International Earth Day • World Bee Day • Walk to school week • National Children's Gardening Week 	Global Citizenship Links: <ul style="list-style-type: none"> • Father's Day • BNF Healthy Eating Week • World Environment Day • World Oceans Day • World Refugee Day • Oxfam water week • Recycle Awareness Week
P4C: Staff also observe themes that come out of children's play and plan P4C stimulus, play and discussions around these.					
P4C: Introduce yes/no cards <u>Starting school</u> Owl Babies, I am too Absolutely Small for School, Harry and his Bucketful of Dinosaurs Goes to School How do we feel when we start school? Is it ok to feel sad? Why do we feel worried? <u>Black History Month</u> Are we all the same? What makes us different? Can we be the same and be different as well?	P4C: Based on core books: The Gingerbread Man Rama and Sita Runaway Chapatti Is it OK to trick someone? Is it OK to lie? Is it OK to steal? <u>Different cultures</u> Are we all the same? What makes us different? Can we be the same and be different as well? <u>Christmas and Conditions</u> Main idea: What is Christmas? What are the things that make it Christmas and what would it still be	P4C: Based on books/themes: Superheroes & Villains Knights, Princesses, Witches and Dragons Is it OK to hurt someone? Is fighting OK? Is hitting OK? <u>Monster at School</u> <u>Royal Invitations</u>	P4C: Based on books/themes: Dinosaurs Superheroes & Villains Fairytale Are dinosaurs real? What would you rather be? What superpower would you have? <u>How to Save a Superhero</u>	P4C: Based on core books: The Three Little Pigs Three Billy Goats Gruff Is it good to work together? Is it OK to break things? Safe or dangerous? Where should you place these things on a line? Is it safe, or dangerous?	P4C: Environmental theme, looking after our world How can we care for our world? Is all rubbish bad? Are all vehicles bad?

	Christmas if certain things were missing				
Music: Jolly Music Beginners Level	Music: Jolly Music Beginners Level	Music: Jolly Music Beginners Level	Music: Jolly Music Beginners Level	Music: Jolly Music Beginners Level	Music: Jolly Music Beginners Level
PD: Focus Units: Walking, Hands and Dance See MTP for other provision		PD: Focus Units: Gymnastics, Jumping, Dance See MTP for other provision		PD: Focus Units: Feet, Attach vs Defence, Dance See MTP for other provision	
Art: Pattern and Print Alma Thomas Bisa Butler <div>   </div>		Art: Installation and Sculpture Yayoi Kusama <div>  </div>		Art: Architecture and Shape Zaha Hadid Paul Klee Yinka Ilori <div>    </div>	
RE: Where do we belong?  	RE: Which times are special and why?    	RE: Which stories are special and why? 	RE: What is special about our world?   	RE: Which places are special and why? 	RE: Which people are special and why? 
Parent Partnerships: <ul style="list-style-type: none"> • Welcome teddy bears picnic (settling/PSED) • Early reading parent talk • Early reading/language workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers 		Parent Partnerships: <ul style="list-style-type: none"> • Early maths workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers • Creative play workshop • Mother's day assembly • Easter bonnet parade 		Parent Partnerships: <ul style="list-style-type: none"> • Gardening workshop • Environmental workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers • Father's day assembly • Sports Day • Summer celebration/picnic 	