

EYFS Curriculum Map: 2022-2023

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topics | Who Am I? | 321 Blast Off! | Journeys | Growing | Traditional Tales | Superheroes |
| Prime Areas: | | | | | | |
| R.E. | Myself Welcome | Judaism Birthday | Celebrating Gathering | Growing | Good News Friends | Islam Our World |
| Communication and Language | Listening to stories, rhymes and answering questions. Retelling stories. Following instructions. Lots of Nursery rhymes. | To express themselves effectively and to be aware of the listener. Acting Nativity. | Rhyming, retelling stories through role play, listening skills, anticipating key events. Hot seating. | Animal songs and rhymes e.g. 'tiny caterpillar' 'five little peas'. Asking questions to find out more | Talk about events that have happened or are about to happen and to develop their own narrative of their exploration adventure. | Rhyming words and alliteration. Develop explanations by connecting ideas and events. |
| Physical development | Weekly P.E in/outdoor Funky Fingers, handwriting, playdough, scissor skills. How to stay healthy and manage risks | Weekly P.E in/outdoor Funky Fingers, handwriting, construction toys, playdough, scissor skills | Weekly P.E in/outdoor Funky Fingers, handwriting, construction toys, playdough, scissor skills | Weekly P.E in/outdoor Funky Fingers, handwriting, construction toys, playdough, scissor skills | Weekly P.E in/outdoor Funky Fingers, handwriting, construction toys, playdough, scissor skills | Weekly P.E in/outdoor Funky Fingers, handwriting, construction toys, playdough, scissor skills |
| Personal, Social and Emotional Development. | Settling in, routines, circle time, taking turns, friendship, we are all special and we are all different. | To show respect for others, circle time. Developing confidence to perform the Christmas nativity | Fair and unfair and how to be a good friend. Mother's Day Road safety. Circle time | Expressing preferences. Care for all living things and people, everyone has different needs. Circle time. Father's Day | Exploring emotions and feelings. Trying new things. Circle time | Achieving goals, persevering, feeling proud. Circle time |
| Specific areas: | | | | | | |
| Literacy | Pathways to Write: 'The Gingerbread Man' focus is on Retelling and Labelling. Read, write, Inc. | Pathways to Write: 'I'm going to Eat this Ant' focus on Lists Christmas story. Read write Inc.(RWI) | Pathways to Write: 'Naughty Bus' Recounting, mapping, Read Write Inc. | Pathways to Write: 'The Journey Home' Fiction writing. Read Write Inc. | Traditional Tales The Three Little Pigs, Goldilocks and the Three Bears, Story writing Read Write Inc. | Pathways to Write: 'Supertato' Poster making Read Write Inc. |
| Mathematics | NCETM Subitising 1,2,3 Counting, cardinality, ordinality Composition investigating 3,4 | NCETM Subitising Comparison (more, fewer) | Subitising and counting skills. Explore the composition of numbers within and beyond 5. | Identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. | Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. | Secure knowledge of number facts through varied practice. More/fewer than 10 Subitising |
| Understanding of the World History Geography Science | Talk about themselves and their families. What makes them unique? Talk about images of past familiar situations (Baptism). Observations of vegetables. Changes- making playdough Forest school | Bonfire night, Remembrance day. Space, planets, space exploration. Family traditions and customs- Christmas Forest school | Past and present household objects, Maps London landmarks Forest school | Lifecycles, planting seeds, growing plants, new life, hunting for minibeasts. Observe plants and animals and explain why some things happen, notice changes. Changes- chocolate rice Krispy cakes. Forest school Lenten/Easter traditions | Similarities and differences between environments. Endangered species and caring for the world. Forest school Changes- making porridge | Explorers from the past. Farm- cow to ice cream (school trip) Forest school |

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| Expressive Arts and Design | Kapow Primary Scheme: Drawing: 'Marvellous marks' Paint picture of themselves, Fingerprint trees, Malleable materials. Role play | Kapow Primary Scheme: Painting and Mixed Media: 'Paint my world' Firework pictures, poppy field finger painting Christmas crafts. Role play. Christmas songs | Kapow Primary Scheme: 'Sculpture and 3D Creation Station' Role play. | Kapow Primary Scheme: 'Let's get crafty' Garden centre role play, Observational drawings, Wild flower meadow'. spiral snails, printing Ducklings. | Experiment with colour and camouflage. Make junk modelling jungle animals, 'painting the Savannah'. Role play. | 'Plasticine print making shells, Forest school draw like a caveman, Primal painting. Junk modelling. |
| | Charanga music.'Me'. | Charanga music 'Our Stories' | Charanga music 'Everyone'. | Charanga music 'Our World'. | Charanga music 'Big Bear Funk'. | Charanga music 'Reflect, Rewind. Replay'. |
| DT Characteristics of effective learning | Provide variety of equipment during 'free-flow' activities so they design and build using own ideas. Evaluate led by adult questioning. | Provide variety of equipment during 'free-flow' activities so they design and build using own ideas e.g. kapla, playdough. Evaluate led by adult questioning. | Design a way of carrying toy animals across a 'river'. Bridges. | Design a nest that has to be soft inside, using any materials. Provide variety of equipment during 'free-flow' activities so they design and build using own ideas. Playdough. Evaluate prompted by adult questioning. | Design and make a house for The Three Pigs that the wolf couldn't blow down, using two different materials. Goldilocks – Design, make a bed that will hold a 'Goldilocks'. | Provide variety of equipment during 'free-flow' activities so they design and build using own ideas. Evaluate. |