EYFS Curriculum Map

Reception

	Autumn 1 New Beginnings	Autumn 2 Into the Woods	Spring 1 Journeys	Spring 2 Growing and Healthy Me!	Summer 1 Animals	Summer 2 Seaside
Term Focus	**PSED Focus/Com and Lang/Speaking and Listening**	**Story Structure**	**CVC words/blending Retelling own stories**	**Forming letters Writing simple captions**	**Forming letters Writing simple sentences**	**Connecting ideas**
Overarching Topics & Suggested Texts (Literacy)	**Transition Text (3 days)** - The Worrysaurus **PSED Focus** **(2 weeks)** -The Colour Monster/The Colour Monster goes to school ***(Linked Texts)*** *- Find your Happy* *- Same but different too* *- The Gruffalo* *-Super Duper You by Sophy Henn* *-All Kinds of People by Emma Damon* *Crayon - Simon Rickerty* **Communication and Language/Speaking and Listening/Rhyme** **(2 Weeks)** **Canon Traditional Tale:** The Magic Porridge Pot	Light Festivals **(2 Weeks)** **Canon Traditional Tale: The Little Red Hen** **The Leaf Thief** **(1 week)** ***Linked Text*** *The Peanut!* *Mouse's Wood* *Stickman* *Leaf Man* *The Gruffalo** *Extended Text **Goodbye Autumn, Hello Winter (1 week)** Santa's Mailbox (1 week) Nativity	**UOW/Settings** **(1.5 weeks)** Emma Jane's Aeroplanes **(1.5 weeks)** Naughty Bus ***(Linked Texts)*** The Marvellous Moon Map by Teresa Heapy You can't take and elephant on the bus The Kings Pants Oi Get off our Train **Canon Traditional Tale: Little Red Riding Hood** **(2 Weeks)** **Chinese New Year** **(4 days)** Year of the Dragon Where is China? Cultural traditions, origin story of	**Story Structure and Characters** **(2 Weeks)** Supertato ***(Linked Texts)*** Daisy Eat your Peas Baby goes to Market Olivers Vegetables The Honey Bee **Canon Traditional Tale: Jack and The Beanstalk** **(2 Weeks)** ***(Linked Texts)*** -Non-fiction books The Tiny Seed It Starts with a Seed **Healthy Me** I can eat a Rainbow Oliver's fruit salad The Disgusting sandwich **Retell** **Easter**	**Farm** **Duck in the Truck by Jez Alborough** **(2 Weeks)** **Canon Traditional Tale: Chicken Licken** **(2 Weeks)** **Minibeasts & Life Cycle of Caterpillar** **(2 weeks)** Superworm ***(Linked Texts)*** -Heads and Tails Insects by John Carty -The Weaver by Juan Shi -Yucky Worms by Vivian French -Non-fiction books	**Pirates** Pirates Love Underpants (2 weeks) **UOW** Billy's Bucket (2 weeks) Link text: The Same Moment Around The World by Clotilde Perrin. Commotion in the Ocean The Odd Fish **Caring for the World** **(2 Weeks)** Someone Swallowed Stanley **UOW** Sally and the Limpet (1 week)

	Linked Texts *-Oi Frog by Kes Gray* *-One Mole Digging a Hole by Julia Donaldson* *-Shark in the Park by Nick Sharratt* *-Duck stuck in a Truck* *- Who's been eating my porridge?* *- Goldilocks and the Three Bears* **Families** **(2 weeks)** Mrs Mole, I'm Home *Linked Texts* *Peace at Last* *Home - Carson Ellis* *Owl Babies* *Monkey Puzzle* *My mum is Fantastic* **Diwali (1 week)** Dipals Diwali	(2 weeks)	the Great Race, trying food and making crafts, music and dance. Cbeebies Let's Celebrate CNY video clips. Wishing tree. ***(Linked Texts)*** The Great Race Goldiluck and the Three Pandas Dumplings for Lilli	The story of Jesus at Easter and cultural traditions. **(1 week)**		
Special Experiences (Pastoral Peaks and more…)	Making porridge	Welly Walk-Investigating Autumn Outdoor walk to post box/ office with Christmas cards Making Bread	Transport- Go on a bus. World Book Day Mothers' Day Chinese New Year celebration	Tasting vegetables and fruit Growing plants Press wild flowers	Trip to a farm Growing butterflies in class Minibeast visitor Visit to the church	Trip to the seaside (crabbing). Sports Day

		Bonfire Night Diwali Birthdays Advent/ Christmas				
PE	• Know that rules help us stay safe. • Know to use big steps to run and small steps to walk. • Know that moving into a space away from others helps keep people safe.	• Know how to move the body in different ways to create interesting actions and that this can show an idea. • Understand that using a lot of space can make a dance look interesting.	• Know that bending knees when jumping helps with a safe landing. • Understand that bigger targets are easier to hit.	• Know how to make different shapes with the body. • Know how to change body shape to perform a roll. • Know to be still when holding a balance.	• Know that being in a space gives me room to play. • Know that there are different roles in a game.	• Know to look at a target when sending a ball. • Know to have hands ready to catch.
UTW Past and Present (History)	How have I changed since I was a baby? Looking at family units. End point **1 and 2**	Diwali, Christmas. Remembering special events we have shared with our family. End point **1 and 3** **Seasons**	Chinese New Year origin. What is a year? Looking at types of transport. **Year 2 History link** End point **3 and 4**		-	Explore what we see in our local area (including seaside). **Year 1 History link** End point **2**
History Endpoints	**1.Know** events from my own and my family's life story (Aut 1, Sum 2) **2.Know** how to use photographs to explain similarities and differences between past and present **3.Know** how to order some events chronologically - including things that happened before my own birth. **4.Know** how to use stories to explain similarities and differences between past and present.					

UTW People Culture & Communities (RE)	RE focus: Creation & Me Who is in my family and community? Look at different occupations Diwali - who celebrates this?	RE focus: Advent and Nativity Story Christmas - who celebrates this?	RE focus: Celebrations & Sacraments Chinese New Year - who celebrates this?	RE focus: Easter Shrove Tuesday, Ash Wednesday and Lent. Who celebrates Easter?	RE focus: Special objects & Ways to Pray Does everyone pray like me? Exploring our Church Farm visit nearby Minibeast experience	RE focus: The Church & God's World Explore what is in my local area. Make comparisons between my home and other countries.
UTW The Natural World (Science)	Human body parts, facial features and how we change when we grow.	Seasonal changes and weather End point **3**	Exploring contrasting environments End point **2**	Changes over time with a focus on plant growth (planting seeds) Healthy eating. End point **1**	Changes over time; caterpillar life cycles. Minibeast features, habitats, names and facts. End point **1**	Exploring different seaside habitats. End point **2**
Science end points and EY curriculum	**1.Explore the natural world, making observations and drawing pictures of animals and plants.** **2.Know some similarities and differences between the natural world and contrasting environments, drawing on experiences and reading in class** **3.Understand some important processes and changes in the natural world, including the seasons**					
UTW The Natural World (Geography)	My family. Do we all live in Blackpool? Exploring my new school.	Notice seasonal changes to the environment and weather. Look at aerial view of school and plan route to postbox	Celebrations in ours and other countries (ongoing).	How to plant a seed and what a plant needs to grow. Life cycle of a plant.	Visit a farm. Visit the woods/ woodland /park area. Talk about visiting other places and how we get there. Handling animals and minibeasts. Making small world environments.	Visit to the beach to explore local features - basic map skills. Checklist for a walk - what can we find?

Geography end points	**-We live in Blackpool.** **-Talk about places visited using photos and props for support.**	**-Use small world resources to create different settings e.g. seaside/ jungle/ woodland.**	**-Recognise some environments that are different to the one in which they live.** **- Recognise some similarities & differences between life in this country & life in another country through stories/ photos.** **-Explore how we can travel in different ways, bikes/ scooters/ cars/ planes.**	**- Understand the effect of changing seasons on the natural world around them e.g. flowers start growing or leaves fall off trees.**	**- Explore school environments and experiences during trips to talk about what they like and dislike.**	**-Name some different types of bodies of water e.g. pond/ river/ lake/sea .** **-Notice well-known features in the place they live e.g. beach, piers, Blackpool Tower.** **- Show awareness of keeping classroom and outdoor space clean and tidy and know our behaviour can impact environment.**
EAD Creating with Materials (DT)	**Make a picture frame** Joining lolly sticks and making a design Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking	**Bake bread** Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	**Supertato - making Evil Pea traps** Create collaboratively sharing ideas, resources & skills Use different techniques for joining materials Vegetable tasting and making soup Know & talk about the different factors that support their overall health & well-being	**Make a basket for Little Red Riding Hood to take to Grandma's house** Create representations both imaginary & real-life ideas, events, people & objects Use different techniques for joining materials	**Make a bridge for the Billy Goats to cross the river** Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects Use different techniques for joining materials Discuss problems & how they might be solved.	**Make a healthy picnic for the beach** Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Creating with materials End Points	EAD Pupils should know how to: ● construct with a purpose in mind ● use tools and techniques competently ● manipulate materials to achieve a planned effect ● assemble and join materials ● select appropriate resources and adapt work where necessary SSM Pupils should know how to: ● use familiar objects to build models		HSC Pupils should: ● understand the need for variety in food ● know the importance of a healthy diet ● manage their own basic hygiene successfully PD Pupils should know how to: ● handle tools, objects and construction safely and with increasing control ● use simple tools to effect changes in materials		UOW Pupils should: ● develop an understanding of growth, decay and changes over time. ● look closely at similarities, differences, patterns and change. ● talk about some of the things they have observed such as plants, animals, natural and found objects.	
EAD Creating with materials Being Imaginative & Expressive (Art)	**Family Art** Explore different textures. Encourage accurate drawings of people. Create representations of both imaginary & real-life ideas, events, people & objects. Giuseppe Arcimboldo	**Fireworks** Create representations of both imaginary & real-life ideas, events, people & objects. Explore, use & refine colour mixing techniques. Use colour for purpose, including creating moods Christmas crafts and making a card **Go on a woodland walk to collect natural materials** Develop own ideas through experimentation with diverse materials to express & communicate their	**Chinese New Year crafts** Use a range of materials to create different textures. Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	**Supertato character models** Manipulate materials to have a planned effect. **Minibeast natural art** Manipulate materials to have a planned effect Explore, use & refine a variety of artistic effects to express their ideas & feelings	**Still life paintings of natural objects/ plants/ flowers**	Look at traditional artwork from other countries around the world Look at a focus artist Animal prints Exploring textures and designing a habitat

		discoveries & understanding				
Expressive Art End Points	• Develop their **motor skills** so that they can use a **range of tools** competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. • Drawing **representations** of humans including facial features and body parts • Explore use of colour and using **colour** for a **purpose** • Use **drawing** to **represent ideas** like movement or loud noises • Show **different emotions** in their creations		• **Combine different movements** with ease and fluency. • Explore, use and refine a variety of **artistic effects** to express their ideas and feelings. • Build on their previous learning, **refining ideas** and developing their ability to **represent them**. • Make **simple models** which **express their ideas** • Use a range of **materials and tools** and teach children to use them with care and precision		• Use a **range of small tools**, including scissors and paint brushes • Begin to show **accuracy and care** when **drawing** • 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 • Can **generate inspiration** and conversation about **art and artists**.	
EAD Being Imaginative & Expressive (Music)	Me! Nursery rhymes and songs (ongoing)	Nativity & Christmas Performance in front of parents	Everyone!	Our World/Easter	Big Bear Funk	Reflect, Rewind and Replay

Music End Points	Respond to the music through movement. Create rhythms using words and tapping syllables.	Perform a song in a group.	Know a wider range of songs linked with topics and interests.	Respond to the music through movement to reflect tempo, dynamics or pitch.	Perform a song in a group or solo.	
Technology (Computing)	Creating pictures of themselves using computer software and tablets https://www.fi.edu/your-brain/interactives/make-a-face	Creating artwork and effects using computer software - fireworks and Christmas themed	Taking photos on iPad Taking videos of journey of bus/maps	Explore use of BeeBots	Use BeeBots for a purpose	Google Earth - exploring local area and where our school is. Use Google as a search engine to look for information about our country and other places/ animals
Technology End Points	simple instructions and predict the outcome. (PRO1)	Using a simple online paint tool to create digital art. (COMP1) Represent data through physical pictograms (DATA)	how to operate a camera (COMP1) Recognising that a range of technology is used for different purposes. (COMP2)	how to experiment with programming (COMP2)	how to give instructions (COMP1, COMP2)	relevant vocabulary (COMP1, PRO2) how to find lower case letters on a keyboard (COMP1) how to predict an outcome (PRO1, PRO2) how to use a mouse (COMP1)