Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

EYFS Curriculum Map

Our spiritual journey begins where children are at; what they need to know next so they remember more.

	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	**Songs and Rhyming Stories:** Jumping Bean Bringing the Rain to Kapiti Plain	**Songs and Rhyming Stories:** Superworm	**Songs and Rhyming Stories:** Zoom Zoom Zoom	**Songs and Rhyming Stories:** The Wheels on the Bus Faster, Faster! Nice and Slow! The Train Ride	**Songs and Rhyming Stories:** The Big Red Bus Old MacDonald Farmyard Hullabaloo Rumble in the Jungle
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 Numicon Firm Foundations programme – updated September 2021 to coincide with new statuary EYFS framework. In the summer term in Reception children are introduced to the models used in Inspire Maths.					
Maths outcome: • Introducing Numicon shapes • Ordering Numicon shapes • Numicon shape patterns • Introducing number rods **SSM Focus:** • Comparing sizes • Comparing and ordering height/length • 2D shapes	**Maths outcome:** • Linking Numicon shapes to number • Ordering number rods • Grouping numbers **SSM Focus:** • Exploring capacity • Length • 3D shapes	**Maths outcome:** • Adding with Numicon • Adding 1 more • Subtraction **SSM Focus:** • Weight • Time • Money	**Maths outcome:** • Subtracting • Doubling and halving • Subtracting 1 **SSM Focus:** • Sorting 2D/3D shapes • Mirror symmetry • Comparisons and opposites	**Maths outcome:** • Halving and sharing • How many more/less? • Adding parts and wholes **SSM Focus:** • Sharing and halving weight/capacity • Money • Weight	**Maths outcome:** • Subtracting parts and wholes • Connecting adding, subtracting and number lines • Adding and subtracting facts **SSM Focus:** • Position/direction • Length/distance • Length/time
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?		**Possible Lines of Enquiry**: Who are the characters? Can you describe your character? Where is your story set? Can you describe the setting?		**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?	

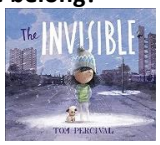
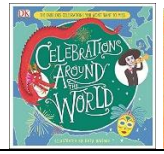
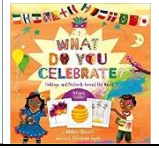
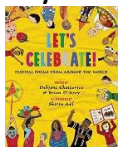
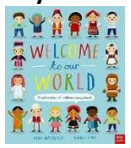
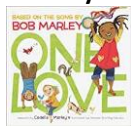
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<tr>
<td colspan="2">How do we maintain a healthy lifestyle?
Where does our food come from?
How do we keep our teeth healthy and strong?
Why do we need to wash our hands?
How do we take care of ourselves?</td>
<td colspan="2">How do you/they feel?
Where are they going?
What do they find/discover?
Where have they come from?
How did they get there?
What happens next?</td>
<td colspan="2">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?</td>
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<td colspan="6">See medium term plans for skills, knowledge, understanding and possible learning opportunities.</td>
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<td colspan="2">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</td>
<td colspan="2">Topic Enrichment Opportunities:
Forest School
Trip to Tower of London/Golden Hinde
Trip to Princess Diana Memorial Playground
Storyteller
Science Museum/Toy Museum</td>
<td colspan="2">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</td>
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<tr>
<td>End of Term Project:
International Evening</td>
<td>End of Term Project:
Celebration assembly</td>
<td>End of Term Project:
Art Gallery – imaginary worlds</td>
<td>End of Term Project:
Easter Bonnet Parade</td>
<td>End of Term Project:</td>
<td>End of Term Project:
End of year celebration/summer picnic</td>
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<td colspan="2">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?

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?</td>
<td colspan="2">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?

Peace and Conflict (4 weeks)
What happens if I do something wrong?
What does sorry mean?
How do we avoid upsetting others?</td>
<td colspan="2">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?

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?</td>
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<td>Global Citizenship Links:
• International Day of Peace
• Black History Month – celebrating diversity</td>
<td>Global Citizenship Links:
• Universal Children's Day
• Anti- Bullying Week
• Human Rights Day</td>
<td>Global Citizenship Links:
• International Women's Day</td>
<td>Global Citizenship Links:
• Autism Awareness Day
• Comic Relief
• World Book Day</td>
<td>Global Citizenship Links:
• International Earth Day
• World Bee Day
• Walk to school week</td>
<td>Global Citizenship Links:
• Father's Day
• BNF Healthy Eating Week
• World Environment Day</td>
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• Dyslexia awareness week	• Remembrance Day • Children in Need • Road Safety Week	• International Mother Language Day • Children's Mental Health Week	• Fair Trade Fortnight • Mothering Sunday	• National Children's Gardening Week	• 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?	**P4C**: Based on books/themes: Superheroes & Villains Knights, Princesses, Witches and Dragons Is it OK to hurt someone? Is fighting OK? Is hitting OK?	**P4C**: Based on books/themes: Dinosaurs Superheroes & Villains Fairytales Are dinosaurs real? What would you rather be? What superpower would you have?	**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?	**P4C**: Environmental theme, looking after our world How can we care for our world? Is all rubbish bad? Are all vehicles bad?
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
Art: Pattern and Print Alma Thomas Bisa Butler  		**Art:** Installation and Sculpture Yayoi Kusama 		**Art:** Architecture and Shape Zaha Hadid Paul Klee  	
RE: **Where do we belong?**  	**RE:** **What is special about our world?**  	**RE:** **Which stories are special and why?** 	**RE:** **Which times are special and why?** 	**RE:** **Which places are special and why?** 	**RE:** **Which people are special and why?** 

Parent Partnerships: • 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**: • 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**: • Gardening workshop • Environmental workshop • Borrow a book library • Parent cooking workshops/Kitchen Club • Mystery readers • Father's day assembly • Sports Day • Summer celebration/picnic	