# EYFS Curriculum Map 2023- 2024

***In EYFS we plan half termly topics in the form of open-ended questions. This gives us the flexibility to take the children's interests and questions into account when we ask them what they want to find out. For example, with "What's in an egg?" children may decide to learn about birds, dragons, reptiles, dinosaurs…even though we have some ideas and key texts for stimuli. If a class are really enjoying a topic and getting lots of new learning from it, we can stay on a topic for longer or move onto the next one quicker if we need to. Come on our exciting learning journey with us…***

| Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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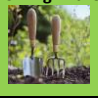
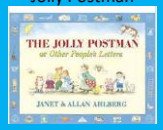
| **Topic title** | | | | | |
| **Who am I?** | **What is a map ?** | **What was it like in the past?** | **What's growing in the garden?**  | **What's in the egg?** | **What is on the other side of the ocean?** |
| **Hooks-** Each topic start with an exciting event as a stimulus for the rest of the half term's learning | | | | | |
| Someone has made a terrible mess in the corridor- there is porridge, broken chairs and up turned bowls everywhere AND some large bear prints!<br>Who an earth made the mess? | A treasure map is delivered to the classroom.<br>It takes us to a secret location where we dig up a box containing a special book. | The children arrive at school to find that someone has left a large and very old and dusty chest in their classroom. Inside are many strange things!<br>Where did they come from and who do they belong to? | **Hook 1** A letter arrives containing a magic seed and instructions on how to plant it.<br>We plant the seed.<br>The next day there is a small pumpkin….then the next day a larger one and so on!!<br><br>**Hook 2**<br>A trail of chewed leaves leads us to the woodland where we find some some caterpillars to look after and hatch into butterflies. | We find a strange giant egg in the woodland.<br>We contact a scientist for advice.<br>What could it be? How can we look after it? | Walk on Summerlike beach leads to the discovery of a message in a bottle, All we can tell from the smudged address is that is ' from the other side of the ocean' ……but where could that be? |
| **Starting points**- Each topic starts with a particular theme which is used as a stimulus for children to plan their own learning. | | | | | |
| All about me | My local environment | Travels through time | Plants and Minibeasts | Animals | Other countries |
| **Possible Lines of Enquiry** | | | | | |
| Same/different-<br><br>Our families<br>Our birthdays<br>Our Bodies<br>Food<br>Toys<br>Hobbies<br>Birthdays<br>My own personal timeline<br>Shadows<br>Magnets<br>Mixing | My street<br>My school<br>My town<br>Understanding simple maps and aerial views<br><br>Special and significant places in our community<br><br>Make simple map of stories (Bear Hunt / Rosie's walk)<br><br>Special events in our community – including Christmas, Diwali bonfire night<br><br>woodland area /Seasonal changes<br>Ice , light and dark | Stone age<br>Castles<br>Vikings<br>Transport<br>Clothes<br>Entertainment<br>My family time line<br>School year timelines<br><br>Visiting a local area of Historical Significance – Sea Pool/ Compass point<br><br>sound | Growing plants<br>Minibeasts<br>life cycles<br>healthy eating, | Animal care<br>Classification of Animals<br>Mythical creatures<br>Dinosaurs<br>Birds<br>Farms | Journeys<br>Holidays<br>Hot/ cold countries<br>Beaches<br>Sea creatures<br>Plastic pollution –<br>looking after the environment<br>. RNLI<br>Floating/Sinking |
| **Nursery Rhymes** | Jolly Postman  | **The Tiger who came to tea (create own modernised version!)** | **Jack and the beanstalk** | **Where the wild things are** | **Snail and the whale** |
| **Goldilocks and the Three Bears:** | **Letter Writing** | **Little Red Hen** | **How to plant a bean** | **Animal fact files** | **Rockpool facts powerpoint** |

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| Other Key Fiction Texts. ( Non fiction will be linked to topic ) | | | | | |
| Where's my teddy? Jez Alborough<br>Kipper's Balloon – Jez Alborough<br>Brown Bear, Brown Bear what do you see? Eric Carle<br><br>**Poetry**<br>Incredible You anthology | Peace at last by Jill Murphy<br>Mrs Armitage on Wheels and<br>Mrs Armitage on the road – Quentin Blake<br>Shark in the park -Nick Sharrat<br><br>**Poetry** –<br>Weather and Seasons<br>including Christmas) | Cave boy<br>Dave's Cave<br>Dogger<br>The Toymaker<br>Lullaby hullabaloo<br>The castle the king built<br><br>**Poetry**<br>Nursey Rhymes and poems that reflect life and events from the past | Handa's Surprise by Eileen Browne<br>Oliver's vegetables<br>Supertato by Sue Hendra<br>The tiny seed<br><br>**Poetry**<br>Minibeasts / plants | Stomp, Dinosaur, Stomp!<br>Zog by Julia Donaldson<br>Dinosaur Roar!<br>Harry and his bucketful of dinosaurs<br>The ugly duckling<br><br>**Poetry**<br>Animal poems | lots<br>The snail and the whale<br>Sally and the limpit<br>Rainbow fish<br>Chicken un the kitchen<br>Lost and found<br>The boy who sailed the world<br><br>**Poetry**<br>Poems from around the world<br>Commotion in the ocean |
| **Key songs** | | | | | |
| Head shoulders knees and toes<br>Sing a rainbow (in Makaton)<br>I am special,<br>All of me | I'm singing in the rain (have a banana)<br>What's the weather<br>Christmas songs for the nativity | There was a princess long ago<br>Gee up horsey | Tadpole Blues<br>There's a tiny caterpillar | I went to the animal fair<br>Down in the jungle<br>A dinosaur went stomping one day | She'll be coming round the mountain<br>The wheels on the bus<br>The big ship sails |

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| **Maths Theme (White Rose with enhancements)** | **Getting to know you**<br><br>Baseline assessment | **Just like me!**<br>Match and sort<br>Compare amounts<br>Compare size, mass and capacity;<br>Exploring pattern | **It's me 1, 2, 3!**<br>Representing 1, 2, 3<br>Comparing 1, 2, 3<br>Composition1, 2, 3<br>Circles and triangles<br>Positional language | **Light and dark**<br>Representing numbers to 5;<br>One more, one less;<br><br>Shapes with 4 sides; Time | **Alive in 5!**<br>Introducing zero<br>Comparing numbers to 5<br>Composition of 4 and 5<br><br>Compare Mass<br>Compare Capacity | **Growing 6, 7, 8**<br>6, 7 and 8<br>Making pairs<br>Combining 2 groups<br><br>Length and height<br>Time | **Building 9 and 10**<br>9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br><br>3D shape<br>Pattern | | **To 20 and beyond**<br>Building numbers<br>Counting patterns (Beyond 10)<br>Spatial reasoning.<br>Match, rotate and manipulate | **First Then Now**<br>Adding more<br>Taking away<br><br>Spatial Reasoning<br>Compose and decompose | **Find my pattern**<br>Doubling<br>Sharing and Grouping<br>Even and Odd,<br>Spatial reasoning<br>Visualise and build | **On the Move**<br>Deepening understanding<br>Patterns and relationships;<br>Spatial reasoning<br>Mapping |
| **Sample maths texts** | comparing size<br><br>sorting and matching<br><br>Counting and matching to 3 | <br> | Following a path (mapping skills)<br> <br> <br>Positional Language<br> | | learn all about shapes<br> <br> <br> | | <br>A book where there is 1 less seed from 10 as they grow<br> <br>Jasper's beanstalk -Days of the week and sequencing<br> <br>Cockatoos counting up to 10 | | <br>Counting down from 10.<br> <br>Maths vocabulary related to measure.<br> <br>All about the number 6 and matching numbers. | | <br>Early introduction to concept of multiplication<br> <br>Early introduction to concept of division | |
| **Maths songs** | When Goldilocks went to the house of the bears<br>Big animals.<br>Tell the time song; Seasons of the year | | Shape song CBeebies<br>Old MacDonald had a shape<br>5 little ducks, 5 little aliens, 5 little monkeys, 5 little hippos balancing, 5 currant buns, 5 little apples, 5 little speckled frogs | | Shape song CBeebies<br>Old MacDonald had a shape<br>10 green bottles<br>10 fat sausages<br>1,2,3,4,5 once I caught a fish alive<br>Over in the meadow. | | 10 in the bed<br>1, 2, buckle my shoe<br>Number bonds song<br>3D shape song (BBC) | | Lots of counting on and back songs.<br>Make up our own maths songs.<br>Counting to 20 songs. | | She'll be coming round the mountain (adapted)<br>The journey home from Grandpa's<br>There was a farmer had a cow (odd and even) | |
| **PSED opportunities** | **Me and my relationships**<br> <br>Introduce school rules, values, routines, behaviour rewards and sanctions.<br>Introduce the Bucket book and a clear bucket with class rewards. | | **Valuing difference**<br> <br>Illustrate with this book that we are all special and valued and together we are a team. | | **Keeping myself safe**<br> <br>Use this book as a stimulus to talk about how to be safe. Practise road safety – dress up as a lolly pop lady! Drama and role play scenarios. | | **Rights and responsibilities**<br> <br>Share with the children their rights to have a home, schooling, food, love…Share the lives of children across the world.<br>Think of similarities / differences.<br>What are we grateful for? | | **Being my best**<br> <br>This little boy learns from his parents that he is special and learns to be proud of himself. He learns that the things that make him different help him to shine. | | **Growing and changing**<br> <br>Share this story of growing up alongside the rhythms of the seasons (seeing the trees change and things he can reach as he gets taller without knowing it). | |
| **R.E Themes** | **Why is the word God so special to Christians**<br>Which stories are special and why? | | **Why Is Christmas special to Christians?** | | **Which places are special and why?** | | **Why is Easter special to Christians** | | **What stories are special and why** | | **Being Special – where do we belong** | |

| PE | Muliti Movements | Fundamental Movement | Dance | Gymnastics | Multi Skills. Striking and Fielding | Atheletics |
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***Many aspects of the EYFS curriculum are revisited throughout the year, not just through a 'topic', therefore many subject areas are not planned above. Our curriculum map gives us a vision of what we, as staff, want to teach and when (to ensure coverage and breadth) but in many areas, skills and knowledge are built upon in a progressive way that cannot be planned for. Children learn new things and apply them throughout their play 'in the moment' and at a pace that suits their developmental needs. Play/learning environments are tailored to their interests and needs with meaningful enhancements WHEN the children need them. Every child is important and their ideas are valued.***