









EYFS Curriculum Map 2024- 2025

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...


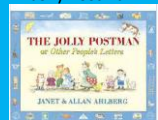




Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map ? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Hooks- Each topic start with an exciting event as a stimulus for the rest of the half term's learning					
<p>Someone has made a terrible mess in the corridor- there is porridge, broken chairs and up turned bowls everywhere AND some large bear prints! Who an earth made the mess?</p>	<p>A treasure map is delivered to the classroom. It takes us to a secret location where we dig up a box containing a special book.</p>	<p>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! Where did they come from and who do they belong to?</p>	<p>Hook 1 A letter arrives containing a magic seed and instructions on how to plant it. We plant the seed. The next day there is a small pumpkin....then the next day a larger one and so on!!</p> <p>Hook 2 A trail of chewed leaves leads us to the woodland where we find some caterpillars to look after and hatch into butterflies.</p>	<p>We find a strange giant egg in the woodland. We contact a scientist for advice. What could it be? How can we look after it?</p>	<p>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?</p>
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- Our families Our birthdays Our Bodies Food Toys Hobbies Birthdays My own personal timeline Shadows Magnets Mixing	My street My school My town Understanding simple maps and aerial views Special and significant places in our community Make simple map of stories (Bear Hunt / Rosie's walk) Special events in our community – including Christmas, Diwali bonfire night woodland area /Seasonal changes Ice , light and dark	Stone age Castles Vikings Transport Clothes Entertainment My family time line School year timelines Visiting a local area of Historical Significance – Sea Pool/ Compass point sound	Growing plants healthy eating,	Animal babies Habitats Minibeasts life cycles	Journeys Holidays Hot/ cold countries Beaches Sea creatures Plastic pollution – looking after the environment . RNLI Floating/Sinking
Personal Social and emotional development – termly checkpoints					
Self-regulation <ul style="list-style-type: none"> Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence Sees themselves as a valuable individual keeps trying when they can't do something first time Thinks of other ways of doing things if something hasn't worked Follows familiar, routines instructions independently (e.g. choosing lunch or putting things away) 	Self-regulation <ul style="list-style-type: none"> Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Considers the feelings of others Controls their impulses when waiting for their tur Thinks about the perspectives of others Moderate their own feelings socially and emotional Follows two-step instructions. 		Self-regulation <ul style="list-style-type: none"> Thinks about the perspectives of others -Moderate their own feelings socially and emotionally Waits with increased patience, when necessary, e.g. When waiting for a turn on the bikes Controls their feelings when they are upset or angry <p>Early Learning Goals</p> <ul style="list-style-type: none"> Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 		

		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>
<p>Manging self</p> <ul style="list-style-type: none"> • Tries new activities with peers. • Abides by most of the rules of the classroom • Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset • Puts on own shoes and fastens if Velcro • Pulls zips up and down, but may need help to insert or separate • Uses the toilet independently and wash their hands well, knowing why this is important. • Discusses healthy food choices. • Takes part in a variety of exercise 	<p>Manging self</p> <ul style="list-style-type: none"> • Beginning to persevere when something is challenging. • Tries in new activities independently • Understands that rules are there to keep us safe and to make things fair • Takes T-Shirt and jumper on/off independently but may be back to front • Puts on socks and shoes correctly • Fastens zip independently • Sorts healthy foods from less nutritional food • Knows that exercise strengthens your heart and makes you fitter • Understands road safety and how to be safe in the dark 	<p>Manging self</p> <ul style="list-style-type: none"> • Enjoys more challenging activities and set goals for themselves that stretch their abilities. • Tries different approaches when solving problems and be able to discuss what they have done • Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence • Dresses and undresses independently but may still need help with small buttons and laces. • Clothing may still be put on back-to front on occasion • Talks about how to be safe around water and in the sun <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
<p>Building relationships</p> <ul style="list-style-type: none"> • Take turns, with adult support, e.g. when playing a board game • Asks for help from a familiar adult - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play • Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Understands that different children have different viewpoints and opinions 	<p>Building relationships</p> <ul style="list-style-type: none"> • Takes turns when playing a game without adult support - Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes • Holds back & forth conversations, listening to their peers' ideas and responding appropriately • Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) • Understands that we may not always like everyone, but we still need to treat them with respect • -Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that we may not always like everyone, but we still need to treat them with respect 	<p>Building relationships</p> <ul style="list-style-type: none"> • Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" • Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help • Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with other • Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs
Understanding the world -termly checkpoints		
<p>The Natural word</p> <ul style="list-style-type: none"> • Identify and name the main visible parts of the human body -head hair face eyes ears nose mouth arms hands legs feet fingers toes • Explores the natural environment around them • Talks about changes that happen in the natural environment during Autumn and Winter • Observes and discusses natural processes such as sound causing a vibration, light travelling through transparent materials • Can answer questions about what they have observed • Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc • Knows there are 12 months in a year and the names and order of these. 	<p>The Natural word</p> <ul style="list-style-type: none"> • Talks about changes that happen in the natural environment during Winter and Spring • Can talk about how and why ice is formed • Observes and discusses natural processes such as melting ice, what happens to a range of food substances when mixed with water • Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations • Explore the properties of different types of wood through sawing, sanding, drilling, hammering, drilling • Can answer questions about what they have observed • Observe and experience the wide variety of plants in our school environments • Knows most plants start growing from a seed or bulb by planting a range of flowers and vegetables • Knows plants need water, warmth, and light to grow and survive • Know the terms seed bulb root stem leaf flower petal branch bark pollen trunk • Knows there 7 days in a week and name these • Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). • - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a 	<p>The Natural word</p> <ul style="list-style-type: none"> • Talks about changes that happen in the natural environment during Spring and Summer • Knows names for baby animals and can match these to their adult. • Looks at animal key stages of development from birth to adult • Can talk about different habitats and why they are good for certain living things (e.g. Hedgehogs, birds, foxes, minibeasts) • Can talk about underwater worlds and how these are habitats for different creatures • Knows that the length of day and night changes depending on the season • Observes and discusses natural processes such as object casting a shadow a magnet attracting an object and a boat floating on water. • Understand that our beaches changed depending on the tide <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter


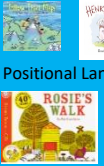







	<ul style="list-style-type: none"> • Butterfly • Identify, name observe and record a range of common minibeasts found in the school environment and discuss where they are commonly found 	
<p>Past and Present</p> <ul style="list-style-type: none"> • Can sequence family members by size and name (e.g. baby, child, adult) • Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). • Can talk about upcoming events in their life • Know they have grown from a baby into a child and that they will get older. • Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). • Know that the types of toys they play with change as they get older • Uses vocabulary for time- today, yesterday, tomorrow • Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) • Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations 	<p>Past and Present</p> <ul style="list-style-type: none"> • Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. – • Uses past tense with increasing accuracy. • Know there are 7 days in a week and the names and order of these • Uses vocabulary for time-old, new, now, then • Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) • Begin to develop an awareness of the past beyond living memory through books at stories 	<p>Past and Present</p> <ul style="list-style-type: none"> • Uses vocabulary past, present, future <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (life in a castle) • Understands the past through settings, characters and events encountered in books read in class and storytelling.
<p>People and communities</p> <ul style="list-style-type: none"> • Know how to navigate their way around our school both inside and out • Know the purpose of each room in the school is and where relevant who they will find there • Can say that our school is in Bude and know that some of us live in Bude and some of us live in places near Bude • Know that some of us can walk to school but some of us must come by car or bus • Describes what they see, feel, and hear when outside • Explores the natural world around them, commenting on colours, shapes, textures, size etc • Understands that maps show where places are. • Understands that signs and symbols can tell us about a place <ul style="list-style-type: none"> • Know our school rules, routines and values, rewards, and sanctions • Begin to understand how our behaviour makes other people feel (bucket fillers and bucket dippers) • Know the names of their new friends in the class • Get to know our new friends and adults • Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting. • Know that we are all special, we are all valued and together we are a team <ul style="list-style-type: none"> • Understands that the word ‘Religion’ means a belief in God or Gods. • Can identify some Christian symbols • Can retell the Christmas story • Understands why Christmas is celebrated and important to Christians. • Realise that while most people in England celebrate Christmas, not all countries do. 	<p>People and communities</p> <ul style="list-style-type: none"> • Talks about where they live in relation to the building, how busy the environment is and describes what they can see. • Knows where they live and the type of building they live in (e.g. flat, Bungalow and now about the different types of home we all live in • Knows that every home has its own address and know their own address • Knows that more than one house is in a village or town and that cities have lots of houses • Understands that we are in the town of Bude that is by the sea and in small part of the county of Cornwall, <ul style="list-style-type: none"> • Know how to keep ourselves safe at home at school out and about and online • Know that children have a right to have a home, schooling, food, love. • Know how the daily lives of children in other countries is both similar and different from our own <ul style="list-style-type: none"> • Understands that some places are special to members of the community • If they attend a place of worship, can they talk about when and why they go. • Know that Christians go to church and have visited a local church to find out what is inside • Can talk in detail about Chinese New Year • Understands that weddings can be very different in different cultures • Recalls simply what happens when a baby is welcomed into a religion. • Understands why Christians celebrate Easter 	<p>People and communities</p> <ul style="list-style-type: none"> • Understand that Bude is in Cornwall which is a small part of a country called England which is part of the United Kingdom • Know what the UK looks like on a map and know where both Cornwall and Bude are on the map • Know that there are lots of countries in the worlds and see this on a map • Know that these countries are all very different in terms of climate, geography, and culture • Know that some of us have family they visit abroad or have lived in a other country they talk about their experiences. • Know that some of us have been abroad on holiday, they talk about their experiences <ul style="list-style-type: none"> • Know that our differences make us special and unique • Know that we grow and change <ul style="list-style-type: none"> • Know that some stories are special and why • Know that the bible is a special book for Christians and hear a range of these • Know that we belong to lots of different communities • Know that people belong to different faith communities and know what faith communities some of us belong to <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
<p>• Expressive Art and Design – termly checkpoints</p>		




<p>Creating with materials</p> <ul style="list-style-type: none"> Knows primary colours Chooses colour for a purpose Makes marks using shape and pattern on a range of surfaces Develops simple patterns by printing with objects using range of materials Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy Explores and uses a range of artistic effects to express themselves Refine ideas in designs created Articulates what they are doing to an adult Can open up camera app to take picture of their work on an iPad Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material a sskirts or scarves) Uses fabric, boxes, tubes and joining materials to make props 	<ul style="list-style-type: none"> Draws with precision around the outline of shapes Develops language of colour (secondary colours) and mix colours to make new colours Create a simple collage Plans what they will create and what they will need to do so Creates their own products and begins to self-correct any mistakes Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) Makes up own situations Retells well known stories 	<ul style="list-style-type: none"> Can use fabrics to weave Uses variety of art tools with greater accuracy -Reviews own work and makes improvements, explaining why changes are better Can save a photo of their work in a folder on an iPad Makes up own stories Retells well known stories in detail, using new language Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils) <p>Early Learning Goal</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories
<p>Being imaginative</p> <ul style="list-style-type: none"> Uses own experiences to develop storylines Talks about stories Uses new vocabulary in different context Participates in small world play related torhymes and stories <p>Dancing</p> <ul style="list-style-type: none"> Watches dances and performances Shares likes and dislikes about dances/performances Learns short routines, beginning to match pace -Uses tablet to record a performance andknows how to watch it back <p>Singing</p> <ul style="list-style-type: none"> Sings in a group, trying to keep in time Knows some nursery rhymes Knows some Christmas songs Uses voice recorder to record aperformance and knows how to play it back <p>Music</p> <ul style="list-style-type: none"> Is able to name a wide variety of instruments (also including chime bars,glockenspiels, xylophones) Talks about the different sounds they make (e.g. loud, quiet, bombing,banging, high pitched) Can clap and stamp to a beat Plays a given instrument to a simple beat Responds to what they have heard, expressing their thoughts and feelings 	<p>Being imaginative</p> <ul style="list-style-type: none"> Children enhance small world play with simple resources Retells stories as a repetition, using some of their own words Uses imagination to develop own storylines <p>Dancing</p> <ul style="list-style-type: none"> Replicates dances and performances Learns longer dance routines, matching pace <p>Singing</p> <ul style="list-style-type: none"> Sings in a group, matching pitch and following melody <p>Music</p> <ul style="list-style-type: none"> Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of un- pitched instruments. Beginning to write own compositions using symbols, pictures, or patterns 	<p>Being imaginative</p> <ul style="list-style-type: none"> Enhances with resources that they pretend are something else Retells stories with others Retells stories changing/substituting some of the detail <p>Dancing</p> <ul style="list-style-type: none"> Put a sequence of actions together Begin to improvise independently tocreate a simple dance <p>Singing</p> <ul style="list-style-type: none"> Sings by themselves, matching pitch and following melody Sings in tune and to the correct beat Knows a wide variety of nurseryrhymes and school songs <p>Music</p> <ul style="list-style-type: none"> Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions using symbols and pictures <p>Early Learning Goal</p> <p>Perform songs, rhymes, poems, and stories with others, and – when appropriate- try to move in time with music (also see other ELG for story telling)</p> <p>Sings a range of well-known nursery rhymes and songs</p>

Physical Development – termly checkpoints

Gross motor skills		Gross motor skills		Gross motor skills	
<p>Nursery Rhymes</p> 	<p>Jolly Postman</p> 	<p>The Tiger who came to tee</p> 	<p>Jack and the beanstalk</p> 	<p>Where the wild things are</p> 	<p>Snail and the whale</p> 

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

	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
Maths Theme (White Rose with enhancements)	Getting to know you Baseline assessment	Just like me! Match and sort Compare amounts Compare size, mass and capacity; Exploring pattern	It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition 1, 2, 3 Circles and triangles Positional language	Light and dark Representing numbers to 5; One more, one less; Shapes with 4 sides; Time	Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity	Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	To 20 and beyond Building numbers Counting patterns (Beyond 10) Spatial reasoning. Match, rotate and manipulate	First Then Now Adding more Taking away Spatial Reasoning Compose and decompose	Find my pattern Doubling Sharing and Grouping Even and Odd, Spatial reasoning Visualise and build	On the Move Deepening understanding Patterns and relationships; Spatial reasoning Mapping	
Sample maths texts	comparing size sorting and matching Counting and matching to 3		Following a path (mapping skills)  Positional Language	learn all about shapes 	 A book where there is 1 less seed from 10 as they grow Jasper's beanstalk -Days of the week and sequencing Cockatoos counting up to 10	 Counting down from 10.  Maths vocabulary related to measure.  All about the number 6 and matching numbers.	 Early introduction to concept of multiplication  Early introduction to concept of division					
Maths songs	When Goldilocks went to the house of the bears Big animals. Tell the time song; Seasons of the year	Shape song CBeebies Old MacDonald had a shape 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 Old MacDonald had a shape 10 green bottles 10 fat sausages 1,2,3,4,5 once I caught a fish alive Over in the meadow.	10 in the bed 1, 2, buckle my shoe Number bonds song 3D shape song (BBC)	Lots of counting on and back songs. Make up our own maths songs. Counting to 20 songs.	She'll be coming round the mountain (adapted) The journey home from Grandpa's There was a farmer had a cow (odd and even)						
PSED opportunities	Me and my relationships Introduce school rules, values, routines, behaviour rewards and sanctions.	Valuing difference	Keeping myself safe	Rights and responsibilities Share with the children their rights to have a home, schooling, food, love...Share	Being my best	Growing and changing Share this story of growing up alongside the rhythms of the seasons (seeing the trees)						

	Introduce the Bucket book and a clear bucket with class rewards.	 Illustrate with this book that we are all special and valued and together we are a team.	 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.	the lives of children across the world. Think of similarities / differences. What are we grateful for?	 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.	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 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

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.