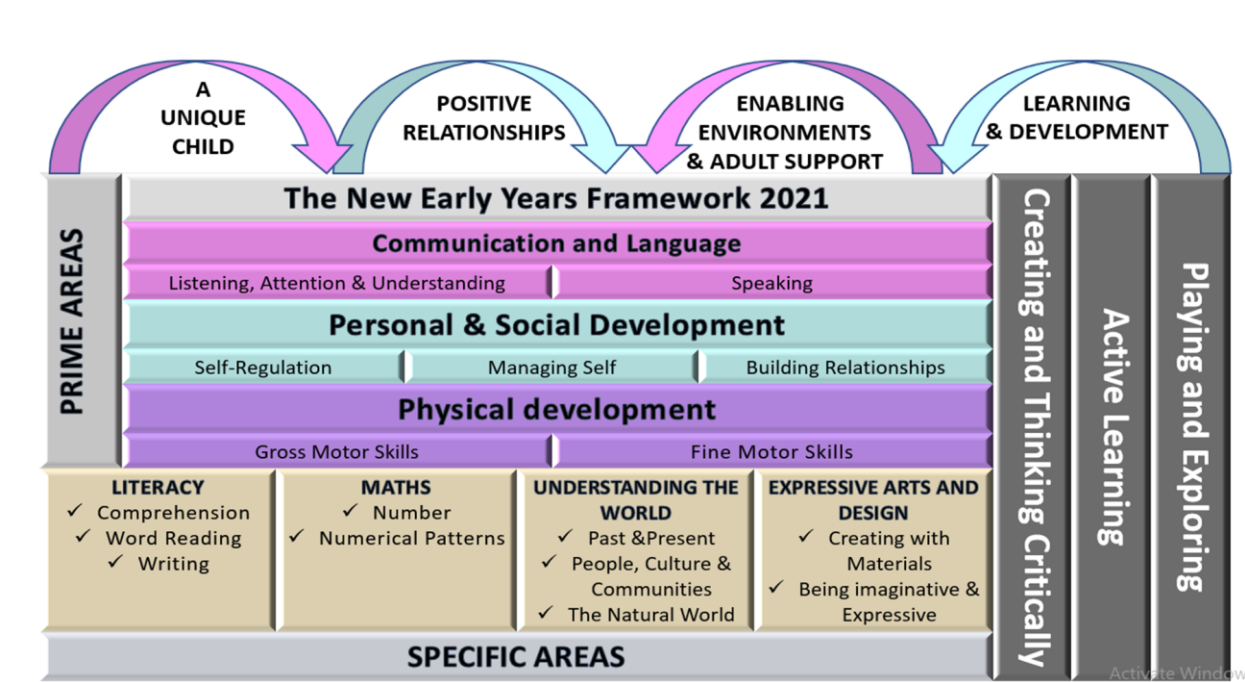


“CHILDREN WILL HAVE AN ABUNDANCE OF OPPORTUNITIES TO LEARN THROUGH PLAY. WE WILL ENSURE THAT LEARNING WILL BE FUN, ENGAGING AND WE WILL CHALLENGE AND SUPPORT ALL CHILDREN WHERE EVER THEIR STARTING POINT. AS AN EYFS TEAM AND EFFECTIVE ROLE MODELS, WE WILL PROVIDE HIGH QUALITY INTERACTIONS IN ORDER TO DEVELOP AND DEEPEN THE CHILDREN’S LEARNING OPPORTUNITIES. WE WILL DELIVER OUR CURRICULUM THROUGH A BALANCE OF ADULT LED AND CHILD-INITIATED ACTIVITIES BASED ON THE EYFS FRAMEWORK 21’ & CHILDREN’S INTERESTS.” WYNNDAL EYFS TEAM





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EYFS long term curriculum map

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme...but not limited to...	Me, My Family and My House	Let's celebrate!	Down on The Farm!	Dinosaur, Dinosaur!	Mad about Minibeasts!	Journeys!
Main drivers (specific areas)	PSED/Past and Present	People and Communities	Natural World	Past and Present/Natural World	The Natural World	Past and Present The Natural World
Character muscles (characteristics for effective learning)	Curiosity, imagination, independence, risk taking, enthusiasm, concentration, attention, inclusiveness, listening and communicating, friendship.					
Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination	All about me, my family, houses and homes, my town, my country, seasonal work- changing from summer to Autumn.	Birthdays, special events (birthdays, weddings, Christenings), bonfire night, Diwali, Christmas. Our culture- how we celebrate.	Farm animals, baby animals, farm environment, features of farmland, Chinese New Year, The Three Pigs- material exploration.	Dinosaur facts, extinction, the arctic, arctic animals, contrasting environments,	Mini beasts, where insects live, outdoor environments, how plants grow, what they need to grow, what we need to grow, looking after our environment.	Different types of transport, vehicles in the past, archive film, why is it black and white? New beginnings-transition, what I want to be when I grow up.
Memorable Experiences/key learning experiences	Making soup, Autumn walk, Magic potion pots, Harvest festival, collecting for soup kitchen.	Nativity Play Church Carol Concert Christmas Stay and Play/Exhibition of learning. Visit to the pantomime Visit to church- Christmas service	Chinese New Year Artefacts Tasting Chinese food	Visitors-dance/role play dinosaurs Dinosaur in the school/egg. Role play area: Hone corner Dinosaur small world play	Mini Beast Detective Day Mini beat hunting Mini-beast visitors to school Role play areas: Garden Centre cafe	Transition work Explore archive film Graduation events Summer events Sports Day Role Play area: Emergency vehicles Making vehicles for box models
CAL	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					



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Role play opportunities	The home corner Families.	Divali house Birthday house Christmas house	Chinese New Year House The café The Three Little Pigs.	Dinosaur worlds Home corner	Minibeast SWP The garden centre/greengrocers	The garage- large boxes eg car, boat Vehicle SWP
Key texts Literacy/cal Phonics- F2 see storytime phonics overview. F1- See long term phonics planner.	Narrative – Goldilocks and The Three Bears Our House Nursery Rhymes Peepo	Narrative- The Gingerbread Man Divali Information books Christmas stories Stickman	Narrative- The three Little Pigs Pig in the Pond Farmer Duck What the Ladybird heard	Lead text- Mad about Dinosaurs Dinosaur Roar Dinosaur Dinosaur Saturday Night at the Dinosaur Romp	Lead Text- Mad about Mini beast Jasper's Beanstalk Seeds Around Us The Bad Tempered Ladybird Walter's Wonderful Web Arghh Spider The Very Lazy Ladybird Doug the Bug	Narrative: The Naughty Bus (The Enormous Turnip) Mr Gumpy's Outing My Granny Went to Market The train Ride
PSED	Moving on and settling in Learning new routines Getting to know one another and making friends Following rules, routines and boundaries- our class listening rules. Healthy hands/oral health My culture and my family School expectations and routines Healthy hands- oral health Circle time rules, games. Economic wellbeing Families and positive relationships E safety: health and wellbeing and lifestyle Lead Text-The Colour Monster goes to School. Harry and the Dinosaurs Go To School.	Adapting to changes in routine Building confidence to explore Discuss the feelings and needs of others Promoting kindness and working together as a team. Anti-bullying week FRIENDSHIP -my friends, giving compliments, sharing and playing fairly Keeping safe Growing and changing E safety: online bullying Lead Text- The Squirrels Who Squabbled.	Building on play with other children Working as a team to begin to solve problems Extending play ideas to others Initiating play with others Friendships and bullying E safety: managing online information I CAN SHOW MY FEELINGS - happy/sad/proud/excited/worried Lead text- The Colour Monster-link to introduction of zones of regulation	Building on play with other children Working as a team to begin to solve problems Extending play ideas to others Initiating play with others Respecting self E safety: privacy and security I AM UNIQUE Setting goals -recognising achievements,-invite children to share something from out of school Lead Text- All are Welcome Here. It's okay to be Different	Building on play with other children Working as a team to begin to solve problems Extending play ideas to others Initiating play with others Sun safety UNDERSTANDING OTHER PEOPLE'S FEELINGS. E safety: self-image and identity Care and concern for living things Taking care of belongings and each other Lead Text- Ruby's Worry The Lion Inside	Getting ready to move on How have we changed? What can we do now that we couldn't do at the beginning of the year? The Growing Story. Recalling events from the past year and what are we looking forward to as we move on? E safety: online reputation ASPIRATION- WHEN I GROW UP... Lead text- Dogs Don't do ballet The koala who could. Transition How you've changed/grown
PD focus	Big moves Spatial awareness Basic skills Further develop skills needed to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene, develop fine motor skills including scissor skills, pencil control	Rolls / jumps Dance Games Revise and refine the fundamental movement skill they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Continue to develop fine motor skills	Ball games (including bats) Further develop and refine a range of ball skills, including throwing catching, kicking, passing, batting and aiming, Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Gym – climbing and balancing – using equipment Know and talk about different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.	Team games Athletics Combine different movement with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Games, team games Athletics Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
Squiggle While You Wiggle	Up and down movement Arches, circles and spirals	Upwards and downwards lines Spirals and figure of 8 (vertical and horizontal)	Side to side lines Squares, diagonal lines, triangles	Wavy lines	Zig zag lines	Arches



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UW	Studying our families and ourselves Season work- Autumn Harvest Occupations- family jobs Country of half term- England/UK SCIENCE FOCUS- our bodies, seasons RE- Special Me	People and communities- celebrations Christmas Divali Our own culture (birthdays, weddings etc) The Natural World- seasons Country of the half term- India SCIENCE FOCUS- changing matters (melting chocolate), seasons RE- Special times	People and the communities-Chinese New Year The natural World- animals, materials Occupations-farmers vets Country of the half term- Chinese SCIENCE FOCUS- animals, seasons RE- Special stories	People and Communities-Easter Past and Present- Dinosaurs and ice age Natural world- The arctic Country of the half term- The arctic SCIENCE FOCUS- Changing matters (Ice/melting), seasons RE- Special Stories	The Natural world, how plants grow, mini beasts, showing care and concern. Country of the half term- Australia SCIENCE FOCUS- plants, mini beasts RE- special people	Past and Present- vehicles, simple timelines Natural World- forces- cars/ramps SCIENCE FOCUS_-Forces, ramps RE- Special places
RE F2	Special me- special stories.	Special times- Christenings, weddings, Christmas, Diwali.	Special stories- Jesus' stories	Special people- my special people, the bible.	Special stories- Old Testament	Special places- places of worship
Music	Musical focus- Pulse Theme- Autumn Musical piece- Vivaldi, Autumn Listening skills, recreating sounds, percussion instruments, keeping the pulse, identifying instruments, responding to what they hear. End of unit- Autumnal performance to F1.	Musical focus- Dynamics Theme- Celebrations Musical piece- Traditional music linked to Divali Hearing and recognising contrasts of soft and loud, use voices in different ways, combining vocab sounds and body percussion to represent fireworks, playing percussion instruments loud and soft Exploring traditional music and dance linked to divali.	Musical focus- Tempo Theme-transport Musical piece- traditional rhymes Recognise contrast tempi, respond with physical movements. Playing instruments "fast" and "slow". Follow a conductor, knowing when to play and when to stop. Learn a range of rhymes and songs, exploring simple beat charts and graphic scores. Final piece- adding musical sounds and effects to the story "It's Marmalade Jam"	Musical focus- Pitch Theme- Jack and the Beanstalk Use voices to explore different pitches, explore pitch physically by moving in response. Children identify high pitched and low pitched environmental sounds. Final piece- add sound effects to the story of Jack and the Beanstalk using their voices, body percussion and musical instruments.	Musical focus- Rhythm. Theme- Minibeasts. Review understanding of pulse, and learn how it is different to rhythm by tapping/playing along to the rhythm of different words. Learn how short and long sounds can be represented by simple stick notation and experiment with composing own rhythms. Final piece- performing own scores.	Musical focus- Exploring instruments. Theme- Summer holidays/the seaside Listen and think about pieces of music that are inspired by the sea. Identify different instruments. Explore how to play a range of percussion instruments. Final piece- compose and perform "Seaside symphony".
Early reading/phonics- F1	Early phonics (Phase 1 phonics) to be delivered daily. (See separate planning pack) All children to take home a bedtime story book and sounds cards (when they are developmentally ready). Reading in the reading corner encouraged in free play. Adults to read to children daily- at least twice a day. Regular reading slots in the library.					
Phonics- F2	Daily Rocket phonics teaching. Children assessed every half term, or sooner if required. – assessment via phonics tracker All children have sounds flash cards, a bedtime story book and reading book appropriate to their phonics level.					
Possible writing opportunities linked to themes.F2	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre.	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence stories Write a sentence	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Recount Write 2 sentences	Retell the story in own words / reverse the journey Describe mini beasts Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.	Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description



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						Write three sentences – B, M & E.
Fine motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
Maths F1 Maths	Geometry- Recognising, naming matching colours, sorting and AB patterns	Measurement-the language of size,., Number and place value- counting principles and comparing.	Number and place value0 understanding 123	Number and place value- 456	Shape and space- properties of shapes Measurement- my day, long, short, tall, comparing lengths.	Measurement- weight and capacity Shape and space-positional language.
F2 Maths	See Mastery maths for reception skills progression in maths development. Pattern, sorting, 2d shape, height. Positional language, directional Language, length, 2d shape, Capacity, time, height. Length, weight, time. 2d/3d shape. Capacity. Geometry, 2d/3d shape. Positional/ directional language.					
Creative focus	Frída Kahlo- portraits Junk modelling-homes Drawing	Andy Goldsworthy- natural art Colour mixing/painting	Kadinsky- Circles- Paint/pastels. Printing Material-joining-modelling	Seurat-pointillism Use of colour- mixing Dinosaur world box modelling	The Snail- Matisse Drawing Collage	Picasso- Faces Materials-joining-modelling
Parental involvement	Welcome visits Welcome coffee afternoon Set up of Teams Set up of tapestry	Parental consultations Stay and Play I Christmas activities Phonics workshop	Welcome new starters Reading workshop	Stay and play 2 Parental consultations Curriculum meeting	Welcome new starters Get in touch with Sept starters	Sports Day Transition events-home visits Graduation afternoon New starters meetings

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!



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ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use	ELG: Self-Regulation Show 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. 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	ELG: Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.			evens and odds, double facts and how quantities can be distributed equally.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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