









Our Lady's Bishop Eton Catholic Primary School EYFS Curriculum Map

2023 – 2024

This curriculum map reflects the needs and abilities of the children who attend our school

We aim to build upon the experiences through a varied, well-sequenced and exciting curriculum and prepare children to be independent learners and ready to take on the next stage of their learning.

| Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--|--------------|---|-------------|--|------------------|---|-----------------------------|---|---------------|---|--|
|  | |  | |  | |  | |  | |  | |
| <div>Overarching Principles</div> <p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents.</p> <p>Learning and Development: Recognising the importance of learning and development and that children develop and learn at different rates.</p> | | | | | | | | | | | |
| <div>Characteristics of Effective Learning</div> <p>Playing and exploring - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | | | | | | | | | | | |
| <div>Themes</div> <p>Possible ideas / lines of enquiry</p> <p>Themes may be adapted at various points to allow for children’s interests to flow through the provision.</p> <p>These mini themes may be changed or replaced depending on child interest or fascination</p> | | | | | | | | | | | |
| All about me | Celebrations | Space | Superheroes | People who help us | Once Upon a time | Life-cycles | Growing: Animals and plants | Growing: humans and Dinosaurs | Under the sea | Travel and Transport | |

Educational trips, experiences, visitors and themed days

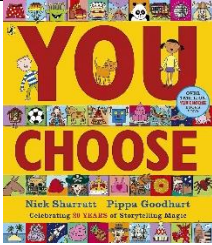
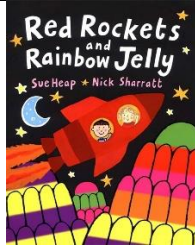
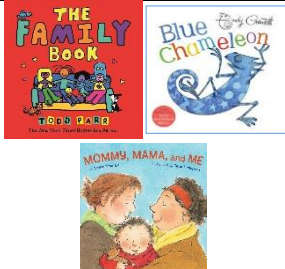
| | | | | | |
|--|---|--|---|---|--|
| <p>Transition meetings with parents</p> <p>School tour</p> <p>Whole school Mass</p> <p>Reception families welcome Mass and HSA BBQ</p> <p>Visit from Father Tim and trip to Church for Baptism</p> <p>Reading and Writing workshops</p> <p>Black History Month</p> | <p>Diwali celebrations</p> <p>Bonfire night celebrations (firepit)</p> <p>Anti-Bullying Week (Odd socks day)</p> <p>Parent/teacher meetings</p> <p>Anti-bullying performance</p> <p>Post office trip / post-Christmas cards</p> <p>Collective Worship (Nativity)</p> <p>Trip to Croxteth Park Farm and Grotto</p> | <p>Chinese New Year Dragon performance</p> <p>Safer Internet Day</p> <p>Performance</p> <p>Parent Visitors to talk about different occupations</p> <p>Easter Performance</p> | <p>World Book Day workshops</p> <p>Parent/teacher meetings</p> <p>Shakespeare Workshops</p> <p>Mother's Day Collective worship & Stay and Play</p> <p>Walk to postbox</p> <p>Hatching butterflies</p> <p>Growing tadpoles</p> | <p>Hatching Chicks</p> <p>Growing tadpoles</p> <p>Bikeability sessions</p> <p>Visit from Reptile show</p> | <p>Samba Drumming sessions</p> <p>Father's Day Collective worship & Stay and Play</p> <p>Transition visits to Y1</p> |
|--|---|--|---|---|--|

RE - RED

| Creation and Covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | To the Ends of the Earth | Dialogue and Encounters (Other Faiths) |
|--|--|--|--|--|--|
| <p>To talk about their own feelings and experiences of being known by name.</p> <p>To recognise some phrases which tell about God's love for them.</p> <p>To talk about their own experiences and feelings of being welcomed.</p> <p>Begin to wonder about how they can make others feel welcome.</p> <p>Begin to recognise and use some religious sign and symbols used in baptism.</p> | <p>To begin to talk about their own feelings waiting for a birthday and experience of celebrating a birthday.</p> <p>Begin to wonder at the joy of birthdays and recognise the Nativity story.</p> <p>Begin to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas and develop a vocabulary of religious words and</p> | <p>To talk about their own experiences and feelings about celebrations they have been part of and wonder about why people celebrate and how they feel when they celebrate.</p> <p>Begin to recognise the story of Mary and Joseph taking Jesus to the Temple. Recognise some elements and words used in Church celebrations.</p> | <p>To talk about their own experience of 'growing' and how they feel about 'growing'.</p> <p>Begin to say what they wonder about growing, themselves and in nature.</p> <p>Recognise the stories of Good Friday and Easter Sunday as religious stories and the Cross, the words of the Sign of the Cross and the Easter garden.</p> <p>To recognise that Christians, try to 'grow more like Jesus' particularly during Lent.</p> | <p>To talk about how they feel when they have good news to share or hear Good News.</p> <p>Begin to say what they wonder about Pentecost Day and the Holy Spirit and Recognise them as a religious story.</p> <p>Use words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.</p> <p>To recognise that Christians are happy at Pentecost and go to church to celebrate the Good News</p> | <p>Begin to talk about their experiences and feelings about what a friend is, about making friends and when friendships go wrong.</p> <p>Begin to wonder about what makes people friends.</p> <p>Recognise that Christians show love for one another because Jesus asked them to do so.</p> <p>Recognise Jesus' rule for friends and his words 'love one another'.</p> |

RHSE & PHSEE

A Journey in Love / No outsiders in our School

| | | | | | |
|---|---|---|---|--|---|
| <p>A Journey in Love - <i>The wonder of being special and unique</i>: Social and Emotional</p> | <p>No outsiders To say what I think</p> | <p>A Journey in Love - <i>The wonder of being special and unique</i>: Physical</p> | <p>No outsiders To understand that it's OK to like different things</p> | <p>A Journey in Love - <i>The wonder of being special and unique</i>: Spiritual</p> | <p>No outsiders To make friends with Someone different To understand that all families are different. To celebrate my family.</p> |
| |  | |  | |  |

Prime Areas of Development - Prime areas of development and learning lay vital foundations in the early years.

Communication and Language

| | | | | | |
|--|---|--|---|--|---|
| <p><i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times, rhymes, and songs.</i></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions</p> <p>Learn poems, rhymes and songs</p> <p><i>Understand ‘why’ questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i></p> | <p>Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i></p> | <p>Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.</p> | <p>Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail. Use new vocabulary in different contexts.</p> | <p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.</p> | <p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p> |
|--|---|--|---|--|---|

| Personal, Social, Emotional Development - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. | | | | | |
|---|---|--|---|---|--|
| New beginnings: starting school, following rules, communicating and receiving kindness, making and keeping good friends. Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. | <i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i> | Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. | Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. | Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. | <i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> <i>Can seek out a challenge and enjoy the process.</i> <i>Show sensitivity to others' needs and feelings.</i> |

Specific Areas of Development - Specific areas of learning and development provide children with knowledge and skills to flourish in society.

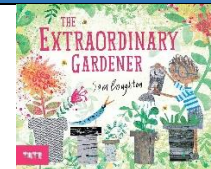
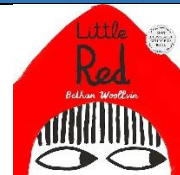
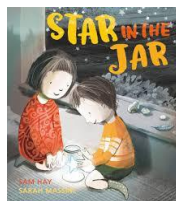
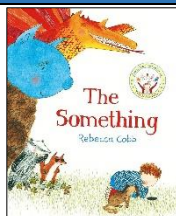
Literacy



Ready Steady Write



Vehicle Texts



Writing outcome and writing purpose

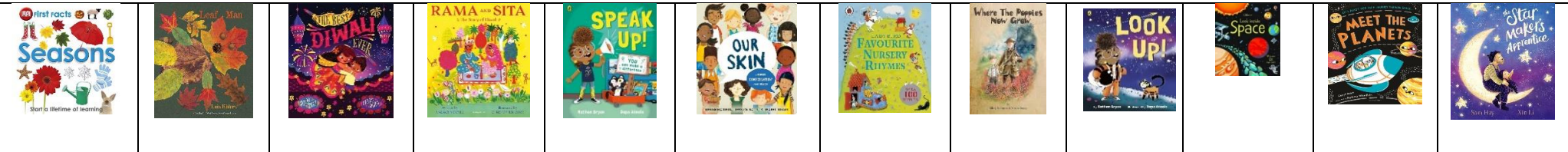
| | | | | | |
|--|---|--|---|--|--|
| Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme | Narrative: A Star Theme Purpose: To tell and write sentences around the theme | Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme | Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme | Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme | Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme |
| Recount: Animal Information Purpose: To inform | Information: Poster to find a lost star Purpose: To inform (and describe) | Information: A letter wanting to be a sidekick Purpose: To inform | Instructions: How to trap an animal Purpose: To instruct | Instructions: How to grow a garden plant / vegetable Purpose: To instruct | Poems: Sea creature poems Purpose: To describe |
| EYFS Themes | | | | | |
| Friendship & Animals | Stars & Space | Superhero | Traditional Tales | Growing | Seaside |

Whole class shared reading texts linked to themes - Children will have daily story time sessions built into their day. Each story time session will enhance their learning and will open additional lines of development. This list is not exhaustive.

Autumn 1



Autumn 2



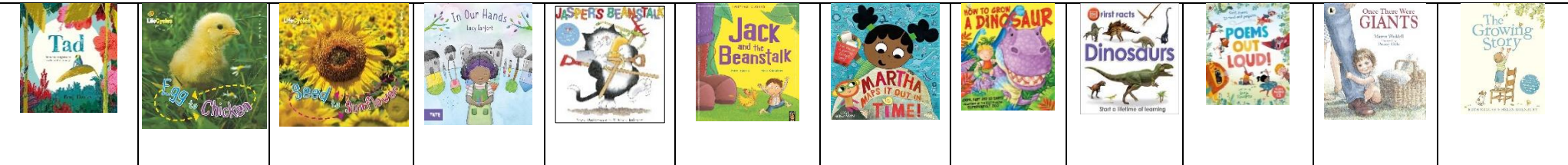
Spring 1



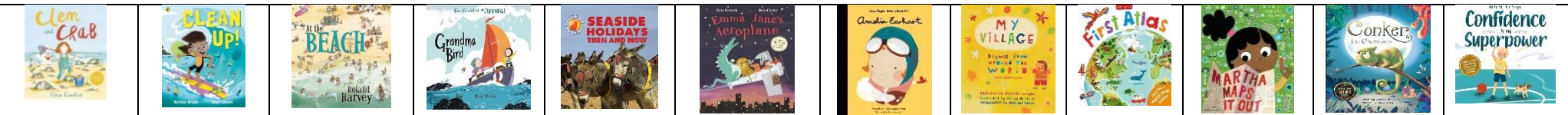
Spring 2



Summer 1




Summer 2



Specific Areas of Development - Specific areas of learning and development provide children with knowledge and skills to flourish in society.

| | | | | | |
|--|--|--|--|---|---|
| <p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle it with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a</p> | <p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from a book or role-play.</p> | <p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by the experience of books (small world, role play).</p> | <p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p> | <p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted. Play influenced by experience of books - gestures and actions used</p> | <p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using your own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story</p> |
|--|--|--|--|---|---|

| | | | | | |
|---|---|---|--|--|--|
| picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. | | | | to act out a story, event or rhyme from text or illustrations. | that is read aloud to them. |
| Word Reading: Hear general sound discrimination and be able to orally blend and segment | Word Reading: Read individual letters by saying the sounds for them. Orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read common exception words matched to the Twinkl phonics programme. | Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | Word Reading: Read some CEW words from level 4 books e.g. said, like, have, so. Re-read what they have written to check that it makes sense. |
| Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. | | | | | |
|  | | | | | |
| Phonics: Children are taught Level 2 GPCs <ul style="list-style-type: none"> s a t p, i, n, m, d, g, o, c k, ck, e, u, r, h, b, f, l, ff, ll, ss, s (z) Can blend sounds into words orally. Can segment words into sounds orally. Can read Level 2 'tricky' words | Phonics: <ul style="list-style-type: none"> Children are taught Level 3 GPCS j, v, w, x, y, z/zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er Can blend sounds into words to read Can segment words into sounds to spell Can blend together sounds to read words containing Level 3 consonant digraphs and trigraphs. | | Phonics: <ul style="list-style-type: none"> Can read and write words that end with adjacent consonants. Can read and write words that begin with adjacent consonants. Can read and write words with adjacent consonants anywhere in the word. | | |

| | | | | | |
|--|---|--|--|--|--|
| to, the m no go l | | <ul style="list-style-type: none"> • Can blend Level 3 sounds in words, including vowel digraphs, to read a sentence with support? • Can read Level 3 Tricky words • Can spell Level 2 Tricky words • Can write words using focus GPCs and Tricky words • Can read captions using focus GPCs and tricky words • Can write a caption with support | | <ul style="list-style-type: none"> • Can read and spell the Level 4 focus reading and spelling tricky words? • Can read and spell polysyllabic words that include adjacent consonants. • Can read Level 4 tricky words said so have like some come little one were there what out when • Can spell level 3 tricky words he she we be me they was you my are all here | |
| Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. | Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. | Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. | Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using level 2 & 3 phonemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. | Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. | Emergent writing: Show awareness of the different audiences for writing. Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and a full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using set 2 sounds CCVCC Spell irregular CEW (tricky) words e.g., he, she, we, |

| | | | | | |
|--|--|--|---|---|---|
| Write their name by copying it from a name card or try to write it from memory. | | | | | |
| Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. | Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. | Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. | Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. | Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. | Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. |

Mathematics - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns.

Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Compare length, weight, and capacity.



| Autumn | | Spring | | Summer | |
|---|--|--|--|--|--|
| Number and Pattern – Matching | Shape, Space and Measure – Time | Number and Pattern – Counting | Number and Pattern – Counting | Number and Pattern – Counting on to add | Shape, Space and Measure – Mass |
| Number and Pattern – Sorting | Number and Pattern – Composition of Numbers to 5 | Number and Pattern – Counting and ordering | Number and Pattern – Patterns | Number and Pattern – Counting forwards and backwards | Shape, Space and Measure – Volume and Capacity |
| Shape, Space and Measure – Comparing and ordering | Number and Pattern – Composition of Numbers to 5 | Number and Pattern – Counting | Shape, Space and Measure – Measuring length and height | Number and Pattern – Counting to 20 | Shape, Space and Measure – Money |
| Number and Pattern – AB Patterns | Shape, Space and Measure – 2D Shape | Number and Pattern – Addition | Shape, Space and Measure – Capacity | Number and Pattern – Doubling | Number and Pattern – Data |
| Number and Pattern – Counting | Shape, Space and Measure – 2D Shape | Number and Pattern – Counting and ordering | Shape, Space and Measure – 2D Shape | Number and Pattern – Halving and sharing | Problem Solving - All |
| Number and Pattern – Counting | Shape, Space and Measure – Positional language | Number and Pattern – Counting | Shape, Space and Measure – 3D Shape | Number and Pattern – Odds and evens | Number and Pattern – Word Problems |

| | | | | | |
|---|---|---|---|---|---|
| Knowledge and Understanding the World - Understanding the world involves guiding children to make sense of their physical world and their community. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Chronology: <i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</i> | Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. | Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Enquiry: Talk about key roles people have in society both in the present | Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. | Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. | Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: <i>Comment on images of familiar situations in the past.</i> Describe features of objects, |
| Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. | | | | | |
| Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families | Respect: <i>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and</i> | Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special | Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special | Respect: <i>Understand that some places are special to members of their community.</i> | Respect: Animals and know how to care for animals and to care for their environment. |

| | | | | | |
|---|---|---|---|--|--|
| in other countries across the world | <i>differences between life in this country and life in other countries.</i> Look closely at and make comparisons between this country and the lives of people in other countries within the world. | places and events or objects – through non-fiction texts, stories, visitors, celebrations. | places and events or objects – through non-fiction texts, stories, visitors, celebrations. | | |
| Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, nature area map and read commons signs and logos. | Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Enquiry: Find out about their local area by talking to people, examining photographs, and visiting local places. | Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i> Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. | Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre. | Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, school, house, church, shops. Use photos and pictures to locate places and place on a simple map. Understand the key features of the life cycle of a plant or animal. | Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites |

| | | | | | |
|--|---|---|---|--|--|
| Expressive Arts and Design - Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants | | | | | |
| Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to, and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. | | Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups | | Return to, and build on, their previous learning, refining ideas and developing their ability to represent them | |
| Weekly Music lesson by music teacher - Charanga | | | | | |
| Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. | | | | | |
| Music theme: ME! Music Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers | Music Theme: My Stories Music Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song | Music Theme: Everyone Music Charanga Songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On the Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes | Music Theme: Our World Music Charanga Songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On the Bus The Hokey Cokey | Music Theme: Big Bear Funk Music Charanga Songs: Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. | Music Theme: Reflect, rewind & replay Consolidation Music Charanga Songs: Reflect, rewind & replay is transition Unit that prepares children for their musical learning in Year 1. |