**EYFS Curriculum Map (2 Year Cycle)**

**CYCLE B**

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| **Topic** | **Sub-topics** | **Heartsmart/ RE (Christian Values)** | **Key EYFS skills focus N-R (UW, EAD)** | **Quality texts (Authors in bold show opportunities to explore texts by the same author during story time and big reads)** | **Links to prior learning/KS1 links** | **Experience day** **Visits and visitors (hooks for learning)** |
| **Autumn 1**N-Traditional Rhymes from Around the World.R-Traditional Tales from around the world (focus on other cultures) | Autumn and seasonal change/Bonfire night and Diwalli**(N- Focus on colours**)Harvest (Sukkot)Art Focus- Drawing and Painting | Get Heartsmart (Meet Boris)RE- I am special (diversity)Harvest (Sukkot- Jewish Harvest)DiwalliValues- Thankfulness and Love | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change.Shows interest in lives of people familiar to them. Remembers and talks about significant events in their own experience. Recognise and describe significant events for family or friends. Show interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.Enjoys joining in with family customs and routinesThey know that other children don’t always enjoy the same things, and are sensitive to this.They know about similarities and differences between themselves and others, and among families, communities and traditions.EADExplore colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objectsCaptures experiences and responses with a range of media, such as music, dance and paint and other materials or words.Explore what happens when they mix coloursUnderstand that different media can be combined to create new effects.Uses simple tools and techniques competently and appropriatelyThey safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Traditional nursery rhymesMiss Spiders Tea PartyPete the Cat-Colours **(Eric Litwin and James Dean)**The Gingerbread ManLittle Red Riding Hood - ItalyHanda’s Surprise - KenyaWhat made Tidilak Laugh? –Australia.The great Race – China | Where in the World (India) | Experience day- baking gingerbread menWelly Walk- seasonal change |
| **Autumn 2**N-People who help us at home and in school. + ChristmasR – People who help us in the wider community. | Winter/cold places and seasonal changeBonfire nightRemembrance Christmas/Hannukah Art focus- Drawing and Painting | Don’t forget to let love in (I am special- cont. from RE) Special people (inc those who help us)Christmas (Births and birthdays, The Nativity)HannukahValues- Respect and Love | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.Looks closely at similarities, differences, patterns and change.Shows interest in lives of people familiar to them.Remembers and talks about significant events in their own experience. Recognise and describe significant events for family or friends. Show interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.Enjoys joining in with family customs and routinesThey know about similarities and differences between themselves and others, and among families, communities and traditions.They know that other children don’t always enjoy the same things, and are sensitive to this.EAD- As above | Non-fiction texts about people who help usOwl babies (Focus on Families at home)Jack FrostThe Dinosaur that pooped ChristmasDear Santa **(Rod Campbell)**Cops and RobbersOi Frog – Rhyme **(Kes Gray and Jim Field**)Zog and the Flying Doctors.Wonkey Donkey.-Rhyme.The Jolly Christmas Postman **(Janet &Allan Ahlberg)** | All About Me (Florence Nightengale) | Experience Day- Visitors from local people who help us e.g. midwife, nurse, chemist, vicar. Drawing and painting people (EAD)Welly Walk- seasonal change Walk to the post office to post Christmas cards/shops/local chemist |
| **Spring 1**Toys(N- Focus on Bears)  | Chinese New YearArt focus- Printing  | Too much selfie isn’t healthy (I love others)The Stories Jesus Heard (The Bible)Values- Compassion and Love | Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time (food investigation)Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or familyLooks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things.Children talk about past and present events in their own lives, and in those of their families.They know about similarities and differences between themselves and others, and among families, communities and traditions.EAD- Beginning to be interested in and describe the texture of things.Realises tools can be used for a purpose.Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary.They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Toys from around the WorldWe’re going on a Bear HuntGoldilocks and the 3 bearsRhyming texts- This is the Bear stories **(Sarah Hayes, Helen Craig**)Teddy Bears PicnicKippers Toybox **(Mick Inkpen)**I Love you, Blue KangarooToys in Space Lost in the Toy MuseumStanley’s Stick**(John Hegley. Illustrated by Neal Layton)**This Rabbit belongs to Emily Brown**(Cressida Cowell and Neal Layton)**Traction Man is here. | All about Me | Experience day- Teddy Bears Picnic- focus on food (PD)Walk to the supermarket/local shop to buy food. |
| **Spring 2**Travel and Transport | Spring and seasonal change (life cycles/On the Farm)EasterArt focus- Sculpture | Don’t rub it in, rub it out (I am a good friend)The Stories Jesus Told (Parables)EasterHoli (Hindu festival)Values- Forgiveness and Love | Remembers and talks about significant events in their own experience.Show interest in different occupations and ways of life.Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things.They make observations of animals and plants and explain why some things occur and talk about changes.Knows some of the things that make them unique, and can talkabout some of the similarities and differences in relation to friends or family.They know that other children don’t always enjoy the same things, and are sensitive to this.EAD- Use various construction materials.Joins construction pieces together to build and balance. Realises tools can be used for a purpose.Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Non-fiction texts about transport **(Tony Mitton and Ant Parker series**)Mr Gumpy’s Motor CarMr Gumpy’s Outing **(John Burningham)**The Train Ride Duck in a TruckMrs Armitage on Wheels **(Quentin Blake)**William Bee’s Wonderful World of Tractors and Farm Machines.Oi! Get off Our Train **(John Burningham)**Naughty BusAmazing Machines: Big Truckload of Fun. | High Flying Explorers (History of Transport) | Experience day-Model making transport (EAD)MOSI tripSigns of Spring walk in local area.Reception trip on a train into Manchester |
| **Summer 1**Buildings & MaterialsN- Focus on OpenshawR-Focus on Manchester | Growing plants/fruit and VegArt Focus- Textiles | Fake is a Mistake(I tell the truth)FriendshipSpecial Places (Places of Worship e.g. Mosque, Church, Gurdwara)Ramadan?Values- Faith and Love | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.Can talk about some of the things they have observed such as plants, animals, natural and found objects.Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.Looks closely at similarities, differences, patterns and change.Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.They know about similarities and differences between themselves and others, and among families, communities and traditions.They know that other children don’t always enjoy the same things, and are sensitive to this.EAD- Realises tools can be used for a purpose Uses simple tools and techniques competently and appropriatelyBeginning to be interested in and describe the texture of things.Selects tools and techniques needed to shape, assemble and join materials they are using.They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Non- Fiction texts about buildings/materials (All kinds of Homes, How does my home work?)The 3 Little PigsHouse Mouse **(John Burningham)**The 3 Little Wolves and the Big Bad PigKnock, Knock!The House that Jack BuiltLets build a houseA House for Hermit Crab **(Eric Carle)**Night Night Manchester **(Katherine Sully)**Oliver’s vegetables | Where We Live (LowryVictoriansIndustrial Openshaw/ Mapwork- Lime Square and local area)High Flying Explorers (Materials and properties) | Experience Day-Materials investigation (UW)Buildings walk in local area.RecyclingVisit to the churchVisit the fruit/Veg shop |
| **Summer 2**The Seaside (Pirates) | Summer/hot places and seasonal change (Insects and minibeasts)Art focus- Collage | No way through isn’t true (I can do it!)PrayerSpecial Times- Links with Non-Christian Faith celebrationsValues- Hope and Love | Remembers and talks about significant events in their own experience.Recognise and describe significant events for family or friends.Show interest in different occupations and ways of life.Knows some of the things that make them unique, and can talk about some of the similarities anddifferences in relation to friends or family.Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.Looks closely at similarities, differences, patterns and change.Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.They know about similarities and differences between themselves and others, and among families, communities and traditions.Children talk about past and present events in their own lives, and in those of their families.EAD- Beginning to be interested in and describe the texture of things.Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Experiment to create different textures. Understand that different media can be combined to create new effects.Selects tools and techniques needed to shape, assemble and join materials they are using.They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | The Magic BeachSharing a shell **(Julia Donaldson)**Commotion in the OceanShark in the Park **(Nick Sharrat)**Smiley SharkKippers Sandcastle **(Mick Inkpen)**Tiddler **(Julia Donaldson)**The Storm Whale The Lighthouse Keepers LunchLucy and Tom at the seaside (Shirley Hughes)At the Beach.How to be a PiratePirates in the supermarket. | Where in the World ( The Rise of the British holiday/ Explorers)Wild About Animals (Sea location)Fire and Ice (animals and habitats) | Experience Day- Seaside collage (EAD)Trip to the seasideSummer picnic in the park |