Curriculum Map

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the
Characteristics of Learning:
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

The Gates Primary School Westhoughton

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 - 5 weeks	Summer 1 – 7 weeks	Summer 2 – 7 weeks
Themes	**Marvellous Me!** 	**Sparkle and shine!** 	**Once upon a time!** 	**Sowing a seed** 	**Superheroes!** 	**Go Getters!** 
The Big Question	**How am I special?**	**How do people celebrate special times?**	**What makes a good story?**	**How can I care for nature?**	**Who is a real-life superhero?**	**What can we see and hear at the seaside?**
Interests/Lines of Enquiry *These themes may be adapted at various points to allow for children's interests to flow through the provision*	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Cultural capital and enrichment	School tour Buddies	Tree dressing ceremony Christmas Songs Pantomime	Fairytale day Chinese new year Valentines day	Wormery or ant farm Pancake day World book day Mothers day	Trip to the farm Posting letters Visits from real life superheroes Superhero day	Sports day Wheels day
Roleplay area enhancements	Home corner Building site outside Autumn objects	Home corner- Christmas theme	Cosy cottage Three little pigs houses outside	Vets resources	Doctor equipment School People that help us uniforms	Travel agents Pirate ship

Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	**We will be learning to…** Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	**We will be learning to…** Recognise that we are an important person in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	**We will be learning to…** Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs. .	**We will be learning to…** Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	**We will be learning to…** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	**We will be learning to…** Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills Fine Motor Skills	**We will be learning to…** Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	**We will be learning to…** Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	**We will be learning to…** Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	**We will be learning to…** Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	**We will be learning to…** Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	**We will be learning to…** Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
	Throughout the year we will… Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Communication and Language Listening, attention and understanding Speaking	We will be learning to… Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say "Good morning", and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	We will be learning to… Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to… 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 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to… Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to… Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to… Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
Literacy	**Drawing Club** Elmer Colour monster Penguin Mixed Little Red Hen Pumpkin Soup Additional Texts Whole School-The Day the Crayons Quit Giraffes Can't Dance Little Red Hen Pumpkin Soup Only one You Super Duper You! And Tango Makes Three Perfectly Norman *Other texts linked to topic*	**Drawing Club** Room on the broom Dark Dark Tale Rama and Sita Hannukah Bear The Christmas Pine Ridiculous Additional Texts Meg and Mog The Dark Dark Tale Fletcher and the Falling Leaves Rama and Sita Winter, Christmas and Hannukah themed *Other texts linked to topic*	**Drawing Club** Three Little Pigs Three Billy Goats Gruff The Gingerbread Man Goldilocks Chicken Licken Additional Texts The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale There is no dragon in this story Little Red: A Rebel Fairytale *Other texts linked to topic*	**Drawing Club** Farmer Duck Jaspers Bean Stalk Tiny Seed Oliver's Vegetables Oliver Fruit Salad Superworm Additional Texts What the Ladybird heard The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs *Other texts linked to topic*	**Drawing Club** There's a superhero in your book Super duper you How to save a superhero A superhero like you Ten Little superheroes Super Daisy Additional Texts: Supertato My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero *Other texts linked to topic*	**Drawing Club** 100 Decker Bus We're going on a Bear hunt Night Pirates Lost and Found Balloon Hullabaloo Whatever Next Additional Texts Martha Maps it Out Clean Up Lighthouse Keeper' s Lunch Billy's Bucket Commotion in the Ocean Pirates love Underpants *Other texts linked to topic*

	Writing Explorative mark making opportunities Mark making for meaning Correct letter formation Writing names	**Writing** Letters Lists Invitation	**Writing** Traditional Tales Drama Billy Goats' Gruff, Three Little Pigs, Gingerbread Man, The Little Red Hen etc. Sentences Retelling and ordering stories	**Writing** Poetry Non-fiction fact writing Instructions	**Writing** Non- fiction finding out using different ways. Labelling Alphabetical order Recount Instructions	**Writing** Labelling Instructions Sentences
Diversity Texts To be read throughout the year during story time session	**BAME** So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	**Cultural Diversity** The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	**Neurodiversity** Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	**Physical Disabilities** Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	**Different families** Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Comprehension Word Reading Writing	**We will be learning to…** **Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Children will segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make.	**We will be learning to…** **Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Children will begin to read captions and sentences. **Writing** Children will form letters correctly	**We will be learning to…** **Comprehension** Children will act out stories using recently introduced vocabulary. **Word Reading** Children will recognise taught digraphs in words and blend the sounds together. **Writing** Children will write words representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will read words containing tricky words and digraphs **Writing** Children will write labels/phrases representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read longer sentences containing phase 4 words and tricky words. **Writing** Children will write words which are spelt phonetically	**We will be learning to…** **Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Children will read books matched to their phonics ability. **Writing** Children will write simple phrases and sentences using recognisable letters and sounds.
	Throughout the year we will… Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					

Phonics	Consolidate Phase 1 <u>Phase 2</u> **Week 1:** s a t p **Week 2**: i, n, m, d I, no, go **Week 3:** g, o, c, k put, of, is **Week 4:** ck, e, u, r to, go, into **Week 5:** ss, *assess and review week* pull **Week 6:** h, b, f, ff, l, ll as, his	Consolidate Phase 2 <u>Phase 3</u> **Week 1:** J, v, w, x he, she, buses **Week 2:** y, z, zz, qu, ch we, me, be **Week 3:** sh, th (voiced and unvoiced), ng, nk push **Week 4:** ai, ee, igh, oa was, her **Week 5:** es – where there is no change to the root word. *Assess and review week (R:2)* **Week 6:** *Review week (R:3)* my, you **Week 7:** *Review week (R:4)* Oo (book)	Consolidate Phase 2 <u>Phase 3</u> **Week 1:** ar, ur, oo (food), or they, all, are **Week 2:** ow, oi, ear, air **Week 3:** Ure, er, ow ball, tall **Week 4:** *Assess and review week (R:5)* when, what **Week 5:** *Review week (R:6)* **Week 6:** *Review Week (R:7)* said, so, have	Consolidate Phase 3 <u>Phase 3</u> **Week 1:** *Review Week (R:8)* were, out, like **Week 2:** *Review Week (R:9)* some, come, there **Week 3:** *Review Week (R:10)* little, one, do **Week 4:** *Assess and review week (R:11)* children, love **Week 5:** *Review Week (R:12)*	Consolidate Phase 3 <u>Phase 4</u> **Week 1:** Phase 4:1 – CVCC -ed **Week 2:** Phase 4:2 – CCVC -ed (t) **Week 3:** Phase 4:3 – CVCC -ed (d) **Week 4:** Phase 4:4 – CCVCC Week 5: *Assess and review week* (R:13) **Week 5:** Phase 4:5 – CCCVCC -er –est	Consolidate Phase 2&3 Based on assessment – consolidate gaps -
Mathematics	Matching Sorting Comparing sets of objects Comparing size, mass, capacity Explore patterns Copy and continue simple patterns Create simple patterns Find 1, 2, 3 Subitise 1, 2, 3 Represent 1, 2, 3	1 more 1 less Composition Circles and triangles Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Shapes with 4 side	Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitizing to 5 Mass and capacity Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8	Explore length Compare length Explore height Compare height Talk about time Order and sequence time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less	Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find) Double to 10 (make) Explore odd and even Recognise and name 3-D shape Find 2-D shapes within 3D shapes 3-D shapes in the environment Identify more complex patterns	*Consolidation of number bonds* Shapes for purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Sharing Grouping Even and odd sharing

			Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double)		Copy and continue patterns Patterns in the environment Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Addition and takeaway	Building doubles Patterns Positions Mapping
Understanding the World Past and Present People, Culture and Communities Natural World	**History links -** How have I changed? Who is in my family? My life so far	**History Links** Celebrations then and now Remembrance Day Guy Fawkes Light through time	**History links** How has my school changed? Traditional tales in the past Homes then and now Castles and kings and queens Clothes through times	**Geography links -** Where do animals live? Animals around the world Weather and climate Farms	**History links -** Firefighters then and now Police uniforms through time Ambulances from the past and today Nurses and doctors in the past compared with modern hospitals *Florence Nightingale, Mary Seacole, Grace Darling, Tim Berners-Lee (helping people connect)*	**History Links –** comparing seaside towns from then and now Vehicles then and now
	Geogrpahy Links - Where in the world do I live? Our classroom/school Local area	**Geography links -** Celebrations in other countries Our community celebrations			**Geography Links –** Maps Where do people help us? Superhero adventures	**Geography links –** maps, exploring different countries.

	Science links – Me and my small world What's in the basket? Senses	**Science links –** Let's go outside (Autumn) What's changed Night and day	**Science links – changes in winter** Push and pulls Look all around	**Science links-** From dessert to jungle Animal detectives Watch it grow Where going on an animal hunt?	**Science links -** Happy and Healthy Test it out Animal detective	**Science links** Let it flow From City to sea Our Wonderful World
	Throughout the year we will… Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	**Art links** Exploring Colour and Self-Expression ***Artist Inspiration*** *Pablo Picasso (portraits)* *Giuseppe Arcimboldo (creative portraits)*	**Art link** Pattern, Printing and Celebration ***Artist Inspiration*** *William Morris* *Yayoi Kusama*	**Art link** Exploring Traditional Tales Through Drawing, Painting, Printing and Sculpture ***Artist Inspiration*** *Children will explore artwork inspired by stories and illustrations, including:* *Axel Scheffler, Beatrix Potter, Eric Carle, Quentin Blake*	**Art links** Animals, Pattern and Texture ***Artist Inspiration*** *Henri Rousseau* *Eric Carle*	**Art links** Cityscapes, Drawing and Mixed Media ***Artist Inspiration*** *Paul Klee* *James Rizzi*	**Art link** Seascapes, Texture and Mixed Media ***Artist Inspiration*** *Claude Monet* *J. M. W. Turner*
	DT link Designing and Making a Memory Box	**DT link** Designing and making decorations	**DT link** Designing, Building and Creating Story Settings	**DT link** Designing and Making Moving Models	**DT link** Designing and Constructing Vehicles	**DT link** Preparing Healthy Foods
Music	**Music/Singing:** exploring instruments, singing nursery rhymes Role play opportunities Actions, movements and imagination Nursery rhymes	**Music/Singing:** exploring instruments, singing Christmas songs Role play opportunities, Christmas nativity.	**Music/Singing:** copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group.	**Music/Singing:** copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group.	**Music/Singing:** copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group, performs in front of the class	**Music/Singing:** copy a simple pattern, exploring how music makes you feel, simple movements to music, sing in a group, performs in front of the class

Religious Education	**Christians** Why is the word God so important to Christians?	**Christians** Why is Christmas special for Christians?	**Thematic** Being Special: Where do we belong?	**Christians** Why is Easter special for Christians?	**Thematic** Which places are special and why?	**Thematic** Which stories are special and why?
PE	**PHYSICAL DEVELOPMENT** **Gross Motor:** large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus **Fine motor:** small muscular movements, finger strength development, using small tools and apparatus Dressing and Undressing independently Developing cutlery skills Listening and Attention Games – Following Instruction		**AWARENESS**	**ABC**	**SEND & RECIEVE**	**ATHLETICS**
			PHYSICAL DEVELOPMENT **Gross Motor:** large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus **Fine motor:** small muscular movements, finger strength development, using small tools and apparatus		**PHYSICAL DEVELOPMENT** **Gross Motor:** large muscular shoulder movements e.g. sweeping brushes and large inflatable balls, using a range of large tools and apparatus **Fine motor:** small muscular movements, finger strength development, using small tools and apparatus	
PSHE						
British Values Where this might be seen in EYFS:	**Mutual respect** Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	**Mutual Tolerance** In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	**Rule of law** In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	**Individual liberty** In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	**Democracy** In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	**British Values** In addition to previous: Our World- RE topic;