

EYFS Curriculum Map 2023-2024

| | Module 1 (7 weeks) | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
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| Transdisciplinary Theme | Who we are | | How we express ourselves. | How the world works | Where we are in time and place | |
| Central Idea | Friends and families define and shape who we are. | | Storytelling engages our curiosity, emotions and imagination. | Nature and natural cycles can be observed using our senses | Journeys lead to discoveries and new adventures. | |
| Lines of Inquiry | <p>An inquiry into what makes a family.</p> <p>An inquiry into how we are members of different communities.</p> <p>An inquiry into how families have different cultures and traditions.</p> | | <p>An inquiry into the elements of fairy tales and traditional stories.</p> <p>An inquiry into different ways stories are expressed.</p> <p>An inquiry into how stories teach us lessons.</p> | <p>An inquiry into life cycles of living things.</p> <p>An inquiry into how the life cycles of living things can be the same and different</p> <p>An inquiry into how we can express what we see around us through different media.</p> | <p>An inquiry into different forms of transport, past and present.</p> <p>An inquiry into maps and globes.</p> <p>An inquiry into how environments are different to the one we live in.</p> | |
| Unit of Inquiry | <p>An inquiry into the:</p> <ul style="list-style-type: none"> human relationships including families, friends, communities and cultures beliefs and values | | <p>Inquiry into the:</p> <ul style="list-style-type: none"> the ways in which we reflect on, extend and enjoy our creativity | <p>Inquiry into:</p> <ul style="list-style-type: none"> the natural world and its laws, the interaction between the natural world (physical and biological) and human societies | <p>Inquiry into:</p> <ul style="list-style-type: none"> orientation in place and time homes and journeys | |
| UN Sustainable Development Goal | 17. Partnerships for the goals | | 4. Quality education 5. Gender equality | 3. Good health and well-being 14. Life below the water 15. Life on land | 9. Industry, innovation and infrastructure | |

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| Key Concepts | Form (What is it like?) Connection (How is it connected to other things?) Perspective (What are the points of view?) | | Form (What is it like?) Perspective (What are the points of view?) Reflection (How do we know?) | Change (How is it changing?) Connection (How is it connected to other things?) Responsibility (What is our responsibility?) | Form (What is it like?) Function (How does it work?) Causation (Why is it like it is?) | |
| Related Concepts | Properties Structure Similarities Differences Pattern Relationships Beliefs Opinions | | Properties Structure Similarities Differences Pattern Rights Citizenship Values Justice | Adaptation Growth Cycles Sequences Transformation Values Initiatives | Properties Structure Similarities Differences Pattern Behaviour Communication Pattern Role Systems | |
| Action | | | | Sunflower Challenge, Planting garden area | | |
| Provocation | | | | Caterpillars | | |
| Learner Profile Attributes | Balanced, open-minded, communicator, principled, | | Communicator, risk taker, | Knowledgeable, thinker, reflective | Inquirer, open-minded, reflective | |
| Approaches to Learning | | | | | | |
| Careers Links | Parental jobs, | Religious leader, soldier, | Artist, dancer, musician | Gardener, landscaper, farmer Artist | Train, bus, taxi driver, explorer, pilot, | |
| Skills Builder | Listening | Speaking | Creativity | Staying positive | Teamwork | Problem solving |
| Trips/Visits | | Church? Remembrance Day? | Leeds Castle | | Chatham Dockyard - Pirate's Ahoy London Transport Museum - Platform promenade | |

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| <p>Parental Engagement</p> | <p>What jobs do our families have? Parents come in to share jobs.</p> <p>Stay and Play</p> | <p>What celebrations does my family have? Parent/s to share how it's celebrated.</p> <p>Christmas Stay and play</p> <p>Christmas performance</p> | <p>Mystery Reader</p> | <p>Stay and play</p> <p>Mystery Reader</p> | <p>Mystery Reader</p> | <p>Stay and Play</p> <p>Mystery Reader</p> |
| <p>EYFS Curriculum Links:</p> | | | | | | |
| <p>CL</p> | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding • Learn new vocabulary. • Develop social phrases. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs | <ul style="list-style-type: none"> • Engage in story times. • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | | |
| <p>PSED</p> | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with unfamiliar | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This | <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. | | |

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| | <ul style="list-style-type: none"> people, in the safe context of their setting Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Express their feelings and consider the feelings of others Confident to try new activities and make independent choices Manage their own needs and personal hygiene. See themselves as a valuable individual Build constructive and respectful relationships Play cooperatively, taking turns with others | <p>helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally | <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. (transition support) Think about the perspectives of others |
| PD | <p>Body Management Manipulation and coordination</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large | <p>Dance 1</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency Develop the overall body strength, | <p>Gymnastics 1</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress | <p>Cooperated and solve problems Speed Agility Travel</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop the overall body strength, co-ordination, balance and agility 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. |

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| | and small apparatus indoors and outside, alone and in a group. | <p>co-ordination, balance and agility</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | <p>towards a more fluent style of moving, with developing control and grace</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency • Develop the overall body strength, co-ordination, balance and agility • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | |
| Literacy | <ul style="list-style-type: none"> • Form lower-case and capital letters correctly • 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. | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Read some letter groups that each | <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound | <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |

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| | PI - Unit 1 and 2a | | <p>represent one sound and say sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. | <p>correspondences.</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> Form lower-case and capital letters correctly. <i>PD - Develop the foundations of a handwriting style which is fast, accurate and efficient</i> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. | PI - Unit 3 & 4 |
| Mathematics | Baseline Match, Sort and Compare Measures or pattern | It's Me, 1, 2, 3 Triangles and circles 1, 2, 3, 4, 5 Shapes with 4 sides | Alive in 5 Mass and capacity Growing 6, 7, 8 Length, Height, Time | Building 9, 10 3D shapes. | Manipulate, compose and decompose Sharing and Grouping How many now? | Visualise, build and map Make connections. |

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| <p style="text-align: center;">UW</p> <p>Kent SACRE ...</p> | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them <p>Kent RE - F2: Which people are special and why? F4: Which times are special and why?</p> | <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them <p>Kent RE - F1: Which stories are special and why?</p> | <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them <p>Kent RE - F5: Where do we belong?</p> | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>Kent RE - F3: Which places are special and why? F6: What is special about our world?</p> |
| <p style="text-align: center;">EAD</p> | <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Create collaboratively, sharing ideas, resources and skills. • Sing in a group or on their own, increasingly matching the pitch and following the melody. | <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. |

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