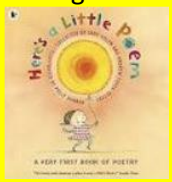
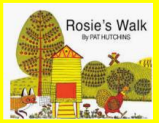
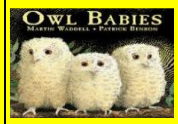
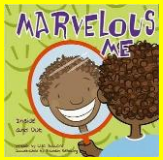
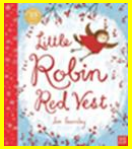
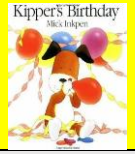
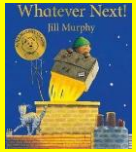
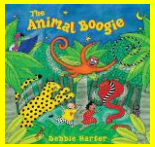
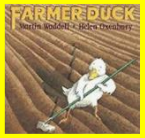
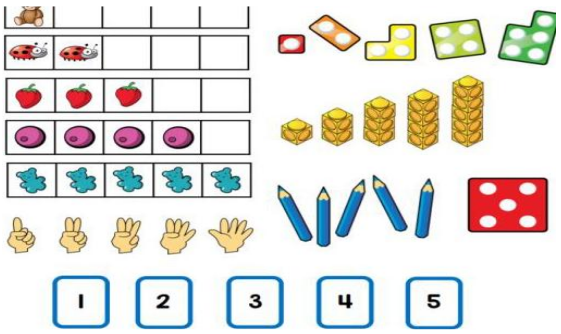
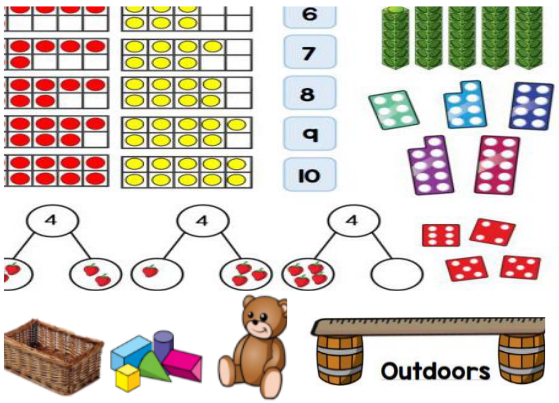
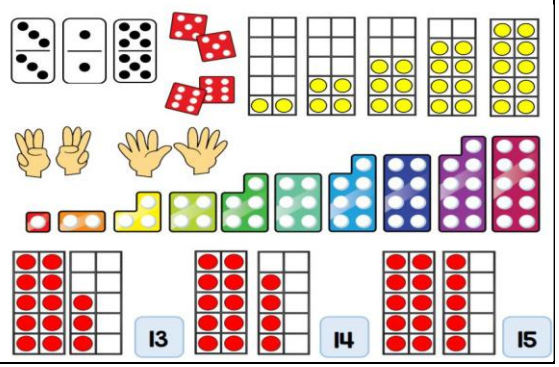
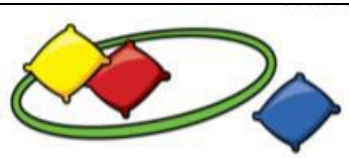
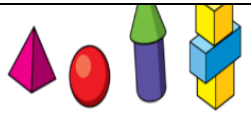
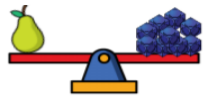
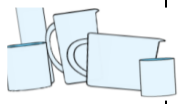
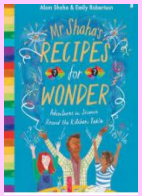
EYFS Long Term Curriculum Map: Themes
Characteristics of Effective Learning drive the curriculum, and thread through every strand

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Key Texts Nursery Rhymes and songs to run throughout	   	   	 	   	  	T
Planned Themes	**All About Me!** **Homes and Communities**	**Festivals of Light** **Home and Around the World** **What do children celebrate around the world?**	**Traditional Tales** **Let's become storytellers and authors.**	**Many Marvellous Maths Stories**	**Down on the Farm** **Life-cycles, Change and Growth, mini-beasts.**	**Let's Journey Over Our Land and Under the Sea** **What have I learnt?** **What do I need to help me in Y1?** **Celebrating achievements**
Personal, Social and Emotional	Build constructive and respectful relationships	Begin to see themselves as valuable individuals	Identify and moderate own feelings	Begin to show resilience in the face of challenge	Regulate own behaviour and work towards own goals	Confident to try new things and show

Development	Manage own needs	Express feelings and consider feelings of others	Work and play co-operatively and take turns	Think about perspective of others Positive attachments	Focused attention	independence, resilience and perseverance in the face of challenge
Character Development	**Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Effective Communicating and Friendship.**					
Phonics Little Wandle **Literacy (Developing skills for reading and writing)**	Letters and Sounds **Phase 2** **Key Texts:** Rosie's Walk Owl Babies	Letters and Sounds **Phase 2** **Key Texts:** We're Going to Find the Monster! Little Robin Red Vest	Letters and Sounds **Phase 3** **Key Texts:** The Gingerbread Man Goldilocks and the Three Bears	Letters and Sounds **Phase 3** **Key Texts:** We're Going on a Bear Hunt Night Monkey Day Monkey	Letters and Sounds **Phase 4** **Key Texts:** The Three Billy Goats Gruff Farmer Duck The Very Hungry Caterpillar	Letters and Sounds **Phase 4** **Key Texts:** Mr Gumpy's Outing The Snail and the Whale Surprising Sharks
Writing opportunities and themes	Instructions Labels post it notes Posters Alliteration & Rhyme	Recount Signs letters captions Invitations Lists Menus diaries posters Gift tags	Instructions Text: how to make gingerbread Lists labels charts captions Shopping lists Speech bubbles Recipes Story writing words short sentences	Information Text: letter of invitation to the bear to come into school Alliteration & Rhyme Posters Reports Labels lists captions Story maps scribed	Information Texts Journals Recipes Story maps scribed stories Diary Posters Speech bubble	Recount: trip to the seaside Gift Tags Lists charts Postcards Maps Labelling Poetry Descriptive language Sentences
Communication and Language	In order to support Communication and Language we: Allow for the children to engage in numerous high-quality conversations with their peers and with adults each day Provide a language rich environment Build language effectively through noticing, commenting and echoing back to children on what they are interested in Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore					

	become confident to use a range of vocab and language structures					
Communication and Language	Develop vocabulary Model listening and attention and build these skills. Engage in story times Develop social phrases Talk about familiar topic of self and family	Continue to develop vocabulary and provide opportunities to use new words. Encourage children to ask questions. Children begin to articulate ideas and thoughts and use talk to organise thinking. Listen to rhymes and songs paying attention to how they sound Children to use broadening range of vocab around broadening understanding of the world	Listen to and talk about stories to build understanding. Retell stories and gain deep familiarity with texts using exact repetition and some in own words. Help to create traditional tale story maps and make own	Learn rhymes, poems and songs Engage in fiction books about bears Develop topic specific mathematical positional vocab Use new vocab in different contexts Describe events in some detail connecting ideas or actions using a range of connectives	Learn rhymes, poems and songs Engage in non-fiction books about minibeasts Develop topic specific vocab Use new vocab in different contexts Describe events in some detail connecting ideas or actions using a range of connectives	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Articulate ideas and thoughts in well-formed sentences Use new vocabulary throughout the day. Ask questions to find out more Use talk to work out problems and organise thinking. Explain how things work and why they happen
Maths White Rose Number Shape Space and Measure	**Number and Place Value** to 5 **Addition and Subtraction:** sorting **Number & Place value**: comparing groups **Addition and Subtraction**: change with 5 **Measurement:** Time		**Addition and Subtraction:** numbers to 5 **Number and Place Value** to 10 **Addition and Subtraction**: addition to 10 **Geometry:** Shape & Space		**Geometry:** Exploring patterns **Addition and Subtraction:** counting on and counting back **Number and Place Value** to 20 **Multiplication & Division**: Numerical patterns **Measurement:** Measure	
Key Representations						

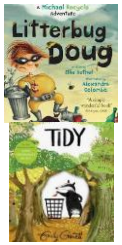
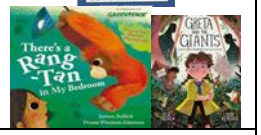
Books	 Anno's Counting Book – Mitsumasa Anno; Washing Line: Jez Alborough; 5 Little men in a flying saucer: Dan Crisp; Frog & Toad: a lost button: Arnold Lobel; The Button Box: M Reid; The bad tempered Lady bird; Eric Carle	 5 Little Ducks; 10 in the bed; The Very Busy Spider-Eric Carle; Ten Terrible Dinosaurs- Paul Strickland; Feast For 10-Cathryn Falwell; Mr Magnolia-Quentin Blake; Quack &Count-Keith Baker; We're Going On A Bear Hunt-M Rosen	  Mr Gumpy's Outing – John Burningham; The Shopping Basket- John Burningham; Mouse Count-Ellen Stoll Walsh; Kipper's Toybox-Mick Inkpen; BBC Numberblocks series 5; The Doorbell Rang-Pat Hutchins; Six Dinner Sid-I Moore; Titch-Pat Hutchins; Goldilocks & The Three Bears		
	All learning is based on The 5 Principles of Counting, taught specifically and woven through our Continuous Provision				
Physical Development	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop fine 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 spoon. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility				
Physical development	PE Hub Gymnastics Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene **Set up Funky Finger activities to develop fine motor Pencil grip and scissor skills**	PE Hub Dance Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Continue to develop fine motor skills **Plan for skill**	PE Hub Body management Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when	PE Hub Speed, agility, travel 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	PE Hub Manipulation and coordination June Rose Day dancing Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and	PE Hub Cooperate and solve problems Sports Day/Games Confidently and safely use a range of large and small apparatus independently indoors and outside and in a group.

		development in the classroom areas	engaging in activities that involve a ball.	pedestrian	efficient.	
	Physical Development is woven through our Continuous Provision					
Science **What an EYFS Scientist needs to understand**	**That there are changes in the natural world through the seasons;** **That there are similarities and differences in the natural world.** **That there are key words/vocabulary associated with science;** **That the world is made up of different animals and plants;** **There are important processes and changes that happen;** **Use a range of** **Scientific equipment to help them develop their lines of enquiry.** **How science is used to help us.**					
Science 	**Investigation** Floating and Sinking Will our boats float in the stream? **Science Sparks** Nursery Rhymes **Seasonal change** Autumn **Health Week** Our Bodies Usborne	**Investigation** Magnets **Science Sparks** Messy Colour Lab (Diwali) **Mr Shaha** Electricity, Magnetism and Light **Seasonal change** Autumn to Winter **Xmas Elf STEM challenges**	**Investigation** Freezing and melting **Science Sparks** Traditional Tales link **Seasonal change** Winter plates	**Spring** **Science Sparks** Teddy Bear zipwire **Bears around The World** (Habitats)	**Investigation** Materials Germination in a jar **Science Sparks** Make a shelter for Incy Wincy Spider **Charles Macintosh** **Which minibeasts can we find in our local area?** Sticky Webs **Seasonal change** Spring / Lifecycles treasure sticks Planting seeds and helping them grow. Daffodil dissection	**Investigation** Movement **World's Rarest Animals** **Science Sparks** Columbus's boat Windmills Surfboards **Mr Shaha** Forces and Motion Creatures in different habitats

Geography What an EYFS Geographer needs to understand	**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. 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. 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.**					
Geography What an EYFS Geographer needs to understand	**My World** Where do I live? What can I see in my locality? What is my address? Who lives near to me? Our streets Compare and contrast our lives to children around the world Paddington's Postcards UNICEF	**How do we get to Weldon Church?** Route to the Cenotaph in Weldon Map and key Weldon landmarks Festivals and celebrations around the world Chinese New Year Diwali Paddington's Postcards	**Maps** Trip to Londes Map out journey large scale map Draw maps of characters' journeys eg TGBM Story maps	**Where do bears live? Which animals live in the forest?** Investigate bears around the world Nat Geo Paddington's Postcards UNICEF	**Which minibeasts can we find in our local area?** Explore school, farm, river and park Contrast to minibeasts found around the world What is the world's largest spider?	**Fly over the land and sea on our magic carpet!** Google Earth UK 7 continents 5 oceans Draw maps **Links to current sporting events or world news**
Design and Technology Workshop in provision supports independent application of skills	**How can we catapult a cow over the moon?** Design and make a bucket for Jack and Jill Design and make a home for a hedgehog	Design and make Christmas decorations for our tree. Elf STEM challenges zipwire	**Can you build a strong bed for Goldilocks?** Zipwire for Tinkerbell 3 Pigs houses Can you build a bridge for the GBM?	**Can you build a build a trap to catch the bear?** Design a habitat for a bear.	**Can you build a shelter for Incy Wincy?** What is the best material for the roof? Design and make a Bug Hotel	**Can you build a boat for Columbus?** Autumn term link – can you make a boat that floats? Can you build a safe landing pad for a rocket? Design own

						books to take with you to remember YR
Art Workshop in provision supports independent application of skills	Self portraits Observational drawing of Autumn objects Leaf rubbings Andy Goldsworthy Kandinsky Monet	Bonfire and fireworks Rangoli patterns Hannukah Christmas Outdoor large-scale patterns Printing and pattern wrapping paper design Colour mixing Changing colours	Story maps Story sticks Making masks/swords castle/house Painting dragons Chinese New Year cards, lanterns Puppets and sets Observational drawing of Winter trees Artist Study – Yves Klein 	Observational drawings of bears Create own lifecycles Explore artists and skills Model/ Construction Bears, animal homes Cave role play Making animal masks Story maps/sticks	Observational drawings of insects and plants and flowers 3d insects Create own lifecycles Explore artists and skills Matisse – The Snail 	Observational drawings of land and sea animals Sea life Beach life Collage, pastels and chalks Can you build a boat for Captain Hook? Can you design a windmill that turns in the wind? Artist Study Van Gogh
Music Singing Assembly **Friday**	Music Express Nursery Rhymes Autumn and All About Me themed songs Number songs	**Music Express** **My Stories** Nativity Play Songs linked to topic	**Music Express** Music linked to Trad Tales There was a Princess Long Ago	**Music Express** Music linked to Animal Boogie	**Music Express** Songs and dances linked to topic Musical instruments to represent insects	**Music Express** Songs and dances linked to Under the sea
	Expressive Art and Design is woven through our Continuous Provision					
History **What an EYFS Historian needs to understand**	That time passes in sequential order. That there are key words/vocabulary associated with the passage of time. That the passage of time changes us all. That the passage of time changes the world around us. We need to change what we do/wear in response to the passage of time.					

	That events/celebrations take place at specific points of the year.					
History	**Autumn** **How have I changed since I was a baby?** Days of the week Visual Timetables Yesterday, today, tomorrow, next week etc	**Winter** **What are our favourite celebrations each year?** Guy Fawkes Remembrance Diwali Christmas Artefacts Birthdays timeline	**Winter** **Why do we wear different clothes during the year?** **Jane Austen Food and Cooking** cultural significance of food **Dragons** Listen to stories about dragons and explore Chinese New Year games, dances and celebrations	**Spring** **What signs of Spring can you see on our walk?** Passing of seasons - Spring	**Spring / Summer** **We can do anything!** Discuss achievements of Figures from the past **Freda Kahlo, Vivienne Westwood, Josephine Baker LPBD**	**Summer** **Who were the great explorers?** What happened to **Amelia Earhart**? Watch videos of historical journeys Boats, planes, trains and cars How did people travel a long time ago? Draw a timeline of our time in YR What have we learned?
	Knowledge & Understanding of the World is woven through our Continuous Provision					
RE	F4 Being Special: Where do we belong? Visit the church Birthdays Why is a birthday special and how do we celebrate it?	F2 Why do Christians perform nativity plays at Christmas? What is Diwali and how is it celebrated? UNDERSTANDING CHRISTIANITY: Incarnation	F6 What times/stories are special and why? Chinese New Year	Easter F3 Why do Christians put a cross in an Easter garden? UNDERSTANDING CHRISTIANITY: Salvation	F1 Why is the word God so important to Christians? UNDERSTANDING CHRISTIANITY: God Weddings What happens at a wedding?	F5 What places are special and why? Baptism How do Christians celebrate the birth of a child?

PSHE Kapow	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
	Personal, Social and Emotional Learning drive the curriculum, and thread through every strand					
Courageous Advocacy	Looking after our local area Litter Picking in our local area 	Caring for our community Visit St Mary's Church to sing Christmas Nativity songs Delivering Food To The Food Bank	Caring for our community Retell our favourite stories to residents at Our Local Care Homes	Recycle and Reuse Learn about ways to recycle and reuse and teach our families and friends how to do the same 	Showing concern for living things Make bird feeders, hedgehog homes, bee homes and bug hotels Plant things that birds and bees like	Showing concern for living things Plastic pollution in our oceans – what can we do? Endangered animals David Attenborough Climate Change 
Spirituality	REGULAR: Daily prayers, regular reflection time. 'It's good to be' bags Planting Winter bulbs	REGULAR: Daily prayers, regular reflection time. 'It's good to be' bags Planting Winter bulbs	REGULAR: Daily prayers, regular reflection time. Life Cycles Recycling	REGULAR: Daily prayers, regular reflection time. Life Cycles Recycling	REGULAR: Daily prayers, regular reflection time. Creating a Bug Hotel Farm visit Growing sunflower	REGULAR: Daily prayers, regular reflection time. Creating a Bug Hotel Farm visit Growing sunflower
	How Can We Be Good Citizens? **Mother Theresa Mary Seacole Emmeline Pankhurst** **British Values Mutual Respect and Tolerance; Rule of Law Democracy; Individual Liberty**					
Parents	Workshop: How can I support my child with Phonics at home? Phonics and Early Reading Stay and Play: phonics games and	Workshop: How can I support my child with maths at home? Early Maths Stay and Play Harvest; Opportunity to	Stay and Play Opportunity to come in and read and share traditional tales Parent's Evening	To be planned for need of parents	Stay and Play: parents come in and help to make bird feeders and bug hotels June Rose Day	Parent's Evening Sports Day: We are Olympians!

	opportunity to read with child Parent's Evening	create Christmas decorations Christmas Nativity				
Trips	Community and seasonal walks	Community and seasonal walks St Mary's Church Christmas service	Community and seasonal walks Theatre	Community and seasonal walks Farm	Community and seasonal walks St Mary's Wedding service	Community and seasonal walks Rutland Beach