



Characters of Effective Learning- <i>These are embedded in the curriculum, within the learning environments and learning opportunities provided</i>	Playing and Exploring			Active Learning			Creating and Thinking Critically		
	Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i> Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i> Being willing to 'have a go' <i>Initiating activities, seeking challenge</i> <i>Showing a 'can do' attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i>			Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i> Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i> Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something- not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i>			Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i> Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i> Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i>		
Term	Theme	Story Focus	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Speaking	Listening and Attention	Understanding	Moving and Handling
Autumn 1	Tell Me a Story	Traditional tales- -T4W text: The Little Red Hen -The Three Little Pigs - Harvest- Handa's Surprise -The Gruffalo	Settling in Exploring the indoor and outdoor learning environment Ask adults for help	Explore and understand rules, routines and expectations Adapt behaviour to different circumstances	Demonstrate friendly behaviour Play alongside and with others	Express ideas to an audience Develop narratives and explanations	Make relevant responses Anticipate key events	Enquiry question: Why do the leaves change colour? (Seasonal changes)	Gymnastics -Moving in different ways -Jumping and landing safely



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		-Good Night Moon (link with phonics-rhyme)							
Autumn 2	Wonderful Winter	-T4W text: Lost and Found -Owl babies (link to ourselves/families) -Stick Man - Halloween -Room on the Broom - Non Fiction -Exploring penguins	Trying something new Building confidence Ask adults for help	Explore and understand rules, routines and expectations Adapt behaviour to different circumstances	Demonstrate friendly behaviour Play alongside and with others Form relationships with other children and familiar adults	Describe events in the past, present and future Express ideas to an audience	Make relevant responses Anticipate key events Give attention to others	Enquiry question: How can penguins survive in cold places? (Weather and adaptations)	Dance -Rhythm and movement
Spring 1	Let's go on a journey	-T4W text: We're going on a bear hunt -Mr Gumpy's Outing -Rosie's Walk	Trying something new Building confidence	Adapt behaviour to difference circumstances Taking turns Sharing	Playing together nicely Form relationships with other children and familiar adults	Describe events in the past, present and future Express ideas to an audience	Make relevant responses Give attention to others Listen attentively	Enquiry question: Why do some things float and some things sink? (Properties)	Ball skills -Throwing and catching
Spring 2		-T4W text: The Gingerbread Man -Mrs Armitage -Whatever Next	Be confident to speak to others	Show awareness of the boundaries set and	Working as part of a team Playing together nicely	Describe events in the past, present and future	Make relevant responses Give attention to others	Enquiry question: How does it work?	Team games -Negotiating space -Awareness of others



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		- Non Fiction - Instructions	Describe themselves in positive terms	behavioural expectations	Take steps to resolve conflicts	Develop narratives and explanations	Anticipate key events	(Why things happen and how things work)	
				Begin to negotiate and solve problems			Listen attentively		
Summer 1	Amazing Animals	- T4W text: Farmer Duck -Stuck in the Mud (Pie Corbett story) -Six Dinner Sid	Show confidence in trying new activities Be confident to speak in a familiar group	Share fairly Talk about their own and others' behaviour Know that some behaviour is unacceptable	Play co-operatively Take turns with others Form positive relationships with adults and other children	Describe events in the past, present and future	Make relevant responses Give attention to others Listen attentively	Enquiry question: Who and what will you find on a farm? (Exploring the world around them)	Gymnastics -Balances and sequences -Using apparatus
Summer 2	Discover and grow (minibeasts and plants)	- T4W text: Jack and the Beanstalk -The Very Hungry Caterpillar -SHHH! -Elmer - Non Fiction - Animals/plants	Talk about their ideas Show confidence in trying new activities Be confident to speak in a familiar group	Take the changes in routine in their stride Work as part of a group or class Understand and follow the rules	Show sensitivity to others needs	Express ideas to an audience Develop narratives and explanations	Make relevant responses Give attention to others Anticipate key events Listen attentively	Enquiry question: How does it change? (Understanding lifecycles and changes that happen)	Dance -Telling a story through movement



Term	Health and Self-Care	People and Communities	The World	Reading	Writing	Maths	Being Imaginative	Exploring and using Media and Materials	Technology
Autumn 1	Establish and set expectations for good hygiene practices Washing and drying of hands independently	My family Differences and similarities between themselves and others including families	Materials- Why and how things work Properties of materials	Phonics- Letters and Sounds: Phase 1	The Little Red Hen: -Story telling -Label writing (CVC words) -Drawing own versions of the story	Power Maths- Number and place value Addition and subtraction	Music Express: Beat and Tempo -Special people -Stories and sounds	Drawing Painting (Themselves, families and story characters)	Food technology- Making flat bread Simple programs (Numbots/Phonics Play)
Autumn 2	Managing own personal hygiene Dress independently	Diwali Christmas traditions (in their own lives and around the world)	Changes in weather and seasons-winter Animals in ice- How can we speed up the ice melting? Reversible changes (ice)	Phonics- Letters and Sounds: Phase 2	Lost and Found: Non-Fiction -Penguin information writing -CVC label writing -Simple caption writing	Power Maths- Addition and subtraction Measurement	Music Express: Loud and Quiet -Winter -Storm -Growth and change	Drawing Clay (Penguins) Rangoli patterns (Diwali)	Simple programs (Numbots/Phonics Play)
Spring 1	Managing own personal hygiene Talk about ways to keep	Favourite days out (personal photographs or pictures)	Floating and sinking	Phonics- Letters and Sounds: Phase 3	We're going on a Bear Hunt: -Imitate -Innovate	Power Maths- Addition and subtraction	Music Express: High and Low -Going Places	Drawing Collage- maps	Coding- Beebots



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	healthy and safe	Chinese New Year			(Learn and change the story)	Number and place value		(Rubbings, textures based on a journey)	
Spring 2	Managing own personal hygiene Talk about ways to keep healthy and safe	Easter (Why we have it and Easter traditions) Transport in the past	Baking- Non-reversible changes Our local area	Phonics- Letters and Sounds: Phase 3	The Gingerbread Man: -Instructional writing	Power Maths- Addition and subtraction Geometry- shape	Music Express: -Working world -Our town	Drawing Sculpture- reclaimed materials Weaving (using tyres)	Food technology- cause and effect (gingerbread)
Summer 1	Managing own personal hygiene Understand the importance of exercise and diet for good health	Different jobs on a farm Farms in the past (machinery- tractors etc.)	Compare chicks and ducks Lifecycles (duck/chick)	Phonics- Letters and Sounds: Phase 4	Farmer Duck: Non-Fiction: -Information/ fact writing (chicks/ducks/ farm animals)	Power Maths- Geometry- shape Addition and subtraction Number and place value	Music Express: -Working world -Farm time	Drawing Painting (Tinga Art- farm animals)	Digital collage- signs of spring
Summer 2	Managing own personal hygiene Understand the importance of exercise and diet for good health	Accepting others- Elmer Changes in their own lives- How they have changed since being a baby/ changes over the year	Lifecycles Growing beans (window greenhouses) Caterpillars- changing into butterflies	Phonics- Letters and Sounds: Phase 4	Jack and the Beanstalk: -Imitate -Innovate -Invent own story	Power Maths- Multiplication and division Number and place value Measures	Music Express: Loud and Quiet -Caterpillar Moving patterns -Minibeasts Timbre -Seaside	Drawing Printing (Plants, minibeasts)	Coding- Beebots Food technology- fruit kebabs



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