

EYFS Wider Curriculum Planning Map 2022-23

EYFS 2022/23		Autumn 1 – This is me (8 weeks)	Autumn 2 – What a wonderful world! (9 weeks)	Spring 1 - Watch me grow (6 weeks)	Spring 2 – Tremendous transport (6 weeks)	Summer 1 – Awesome animals (5 weeks)	Summer 2 – Our super senses (6 weeks)
Prime areas of learning	Communication and Language	Introducing circle time Listening for our name and it's initial sound – morning routine Introducing/understanding objects of reference Introducing destination books	Exploring sounds in stories – Bear hunt, making our own sounds Using song boards Responding to songs and rhymes Making choices and expressing preferences	Circle time games, listening for names 'Your turn/my turn' – rolling balls, clapping games Intensive interaction – copying sounds Following single word instructions – linked to daily routine	Introducing opposite concepts – linked to transport e.g., big/small, fast/slow Developing single word use – communication boards, PECS etc. across wider contexts Responding to one another – structured games/interaction Transport choose it games – listening and responding	Puppet play – animals and animal sounds Animal sound lotto/bingo Story telling/joining in – links to Dear Zoo and using single words 'they sent me a...'	Using microphones to speak/make sounds – how does this change our voice? (Links to hearing) Listen and match games – hiding instruments under a cloth, using switches to play sounds – match to object/toy e.g., car, dog etc.
	Physical Development	Big playground Soft play Woodlands Park Sensory mark making – wet sand, paint, corn flour Trying new foods – snack and lunch routines	Zumba – dancing from around the world Squiggle as you wriggle – developing our gross motor skills. Developing a pincer grip – threading, posting etc. Learning to control our movements – tap tap boards, using jugs at snack	Swimming Forest Schools – Following the Forest School Curriculum Utilising a pincer grip – Dough Disco activities and writing/tracking (where appropriate) Ball games – kicking, throwing and catching. Forest Schools – Introducing the Forest School Curriculum	Swimming Developing independence (differing levels for each child) around dressing/undressing Using scissors and a range of tools – brushes, sponges, rollers etc. Forest Schools – Following the Forest School Curriculum	Animal yoga How do animals move? Explore movement dice – can children imitate and improvise movements? Team games and encouraging others – learning to play duck, duck goose Adjusting our speed – walking to running and vice versa	Moving with accuracy and care – hurdles, cones, obstacles Moving safely – on and off benches, jumping and landing both feet together etc. Developing our aim – throwing at/towards a target or person Understanding how we feel – tired/hungry – links to senses – what do we need?
	Personal, Social and Emotional Development	Building positive relationships Making friends Learning boundaries Mirror play – what do I look like?	Class rules Developing our interests Turn taking What makes us happy?	Trying new things Likes and dislikes (building confidence) Choosing a friend to play with What makes us sad? How to feel better when you're sad.	Working together Team building – valuing one another and giving praise/encouragement Sharing	Team games Making choices and self-selecting (verbally, gesturing, eye pointing) linked to toys and activities Becoming responsible – weekly register monitors (pairs)	Promoting independence Introducing kindness; how can we make other people smile? New beginnings and transition
Specific areas of learning	Literacy	I am absolutely too small for school Ten little fingers, ten little toes Sharing stories in the reading garden Exploring lift the flap and feely books	We're going on a bear hunt Handa's surprise Choosing a story from a choice of 2 Understanding the orientation of a book – modelling and practice	Jack and the beanstalk The very hungry caterpillar Introducing tracking a text L-R Joining in with rote phrases and repetitive refrains e.g. 'Fee, fi, fo fum'	Whatever next The train ride Talking about pictures, introducing pointing and 'Where is?' questions Matching words to pictures pairs games (adult reads word 'car' and child finds picture)	Dear Zoo Noisy farm Walking through the jungle Story sequencing – e.g. what animals did the zoo send/in what order? Exploring 1 word per page books – animals - Link to reading records	Don't put your finger in the jelly, Nelly Ketchup on your cornflakes Exploring logos and signs – environmental walks and picture games. Introducing rhyme and rhythm in stories – jelly/Nelly, shake/Jake -> linked to 5 senses and taste.
	Mathematics	Exploring changes in quantity Finger counting Number rhymes (1-3) Big and small Learning and anticipating times, daily songs and routines	One and lots Number rhymes (1-5) Number puppets Counting actions and movements Sorting and categorising objects Filling and pouring with a range of media (full and empty)	Making marks to represent numbers Introducing lining objects up to count/pointy finger Introducing 'more' as a mathematical concept Prepositions and active maths	Counting people on the bus/plane/train – group work, practical counting Counting backwards (link to blast off – rocket – transport) Finding numerals in the environment	Ordering numbers – making number lines Exploring the properties of shapes – feely bags initially, corners, sides Exploring shapes in the environment – hunts, tick lists, indoors and outdoors	Matching numeral to quantity Colours of the rainbow – naming and recognising Shop role play/using pennies to buy food, giving and exchanging (linked to taste) Weighing food – balance scales – heavy and light

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		2D shapes – songs, games and feely bags	Inset puzzles – 2D and 3D shapes	Using shapes to print – 2D and 3D in paint	Using shapes to build and construct Introducing time – races, clocks, games, songs (hickory dickory, what’s the time Mr Wolf)	Introducing pattern through turn taking (your turn/my turn) > move to shapes if appropriate	
	Understanding the World	Special events – Harvest My school – exploratory walks, visiting new rooms and transitioning Getting to know me – sharing photos from our summer, ourselves and our family	Special events – Diwali, Bonfire night and Christmas Out in the community – local walk to the shops Getting to know me – sharing photos of our special places – how are we similar/different?	Special events – Chinese New Year Growing independence skills – using destination books and prompts to travel with increased confidence Role play using babies (washing, feeding, dressing etc.) and copying actions from home	Special events – Mother’s Day, Easter Exploring different occupations – invite the fire fighters and police officers in (transport link) Using beebots on transport mats – language related to directions Switch work and ICT games (choose it) linked to transport and sounds	Special events – Eid Showing interest and care for living things – farm trip, chicks in to school, making bird feeders for the woodlands Introducing basic animal life styles – mummy and baby animals – what do they look like? Matching Small world play – farm, zoo, under the sea, arctic animals	Special events – Father’s Day Exploring technology to create sights and sounds – cause and effect Making comments (verbal, gestural, communication boards) on things they can see, hear, taste, touch, smell linked to the natural world Exploring opposites – light/dark, soft/rough, sweet/savoury etc.
	Expressive Arts and Design	Song linked to topic – played daily before lunch: Greatest showman ‘this is me’ Introducing sticky kids as movement to music Basic action rhymes to develop awareness of the body – heads, shoulders, knees and toes Create a class set of self-portraits – mirror work, colour mixing, collage techniques	Song linked to topic – played daily before lunch: Louis Armstrong ‘what a wonderful world’ Exploring music and instruments from around the world – what do we like/dislike? How does it make us feel? Making marks to music – gross and fine motor movements, links with colours, emotions Make 3D globes – paper mache, balloons, painting (hang from ceiling)	Song linked to topic – played daily before lunch: Exploring big, dramatic and stretching movements through yoga to represent growth Listening to music linked to changes in seasons Make rain catchers (water to help plants grow) Make class set of sun flowers (draw around children’s bodies, each flower as tall as individual children) as height chart/display	Song linked to topic – played daily before lunch: Row, Row, Row your boat How can we use our voices/instruments to create sounds linked to transport? Design and make go karts – mood boards, models, races Songs linked to transport – 5 little trains, row row your boat, the wheels on the bus	Song linked to topic – played daily before lunch: The animals went in 2 by 2 (Noah’s Ark) How do animals move? Animal yoga and chase games – running, slithering, hopping, crawling > links to PD. Book link: ‘Walking through the jungle.’ Design and make animal puzzles – favourite animals, cutting skills, laminate and make a class set of puzzles Explore soft, furry textures to create animal collages > links to ‘That’s not my.’ books, make own pages	Song linked to topic – played daily before lunch: 5 senses song (The Kidboomers) Colour mixing – how can we make new colours? What can we see? Exploring volume, speed and pitch related to musical instruments – hearing Children to plan and make their own fruit salads/smoothies – what do they like the taste/smell of?
	Trips	Twycross zoo	Breakfast with Santa @ Barney’s soft play Snow Dome?	Conkers	Great central railway – Train ride Shackerstone	Stonehurst farm	Whitwick Park

	Physical and Mental Health	Mental wellbeing: What makes me happy (All about me – building positive relationships) Intent: To explore the idea of happiness and to do/find things that me happy. Implementation: Pupils will explore the vocabulary and feelings around being happy. They will explore happiness in different contexts, e.g., people that make me happy, activities that make me happy, health and happiness, etc.	Healthy Eating: The 5 senses Intent: to explore the 5 senses Implementation: children will have the opportunity to undertake a range of exciting and appropriate activities that appeal to the 5 senses. They will learn the names of 5 senses. They may express preferences. Pupils will begin to explore likes and dislikes in terms of tastes, smells and touch within a safe environment. Pupils will explore the concept of consent with regards to trying	Spring 1 Health and prevention: Handwashing Intent: to learn how to handwash correctly and know more about why we need to do this. Implementation: children will learn by practical means how germs are spread (e.g., using glitter or chalk on the hands). They will practise the steps associated with thorough handwashing and will be taught about why it is so important to wash our hands. Impact: Children will wash their hands more thoroughly (with/without support- where necessary). Early Learning Goals: Managing self	Summer 1 People who help us: My family Intent: Recapping on learning from Autumn 1 – children will explore their nuclear family. For children to recognise their family members. To talk about family where appropriate. To learn that families look different. Implementation: Children will explore their own and each other’s families through visual means. They will see others peer’s families and may begin to recognise that they are different from theirs. Children should think about the roles of the people within their family and how different people help them (e.g., practical tasks or emotional support). Impact: Children will be able to recognise and potentially name members of their family (nuclear or extended). They will see other peers’ families and may begin to recognise that everyone’s family looks different.
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	<p>RHE</p>	<p>Autumn 1: Families and People who care for me: My Family</p> <p>Intent: For children to recognise their family members. To talk about family where appropriate. To learn that families look different. Implementation: Children will explore their own and each other's families through visual means. They will see others peer's families and may begin to recognise that they are different from theirs. Explore how a family member can also be a friend (more able) e.g., someone you have a positive relationship and enjoy the company of. Impact: Children will be able to recognise and potentially name members of their family (nuclear or extended). They will see other peers' families and may begin to recognise that everyone's family looks different.</p> <p>Early Learning Goals link: Building relationships</p>	<p>Autumn 2: Caring Friendships: My class</p> <p>Intent: For children to recognise and name peers and staff in their class (where appropriate). For children to know who can help them if needed. For children to have opportunities to interact with peers. Implementation: For children to be encouraged to interact during play. To learn who staff and peers are. To use communication systems to identify staff that are important and also any peers that they may have made relationships with. Children will explore the idea of turn taking with peers within the class environment. Children will learn about and begin to adhere to class rules. Impact: Children begin to feel more comfortable in their class environment. They are able to identify those that can care for them.</p> <p>Early Learning Goals link: Building relationships</p>	<p>Spring 1 3: Respectful Friendships: All about me</p> <p>Intent: Children explore what makes them, themselves.</p> <p>Implementation: Exploring likes and dislikes, their image, name, age and other personal information specific to them. Talents and strengths. Continue work on what makes me happy, but also look at things that may make me sad with some simple coping strategies e.g. turning to a familiar adult, having some quiet time, etc. Recap also on relationships and explore how they might be different to others (more able) and that this is OK and we can still play together. This module should always be positive.</p> <p>Impact: Children become more aware of themselves as an individual.</p> <p>Early Learning Goals link: Building relationships ELG: Self-regulation</p> <p>Spring 2</p> <p>4. Online Relationships: Using technology</p> <p>Intent: For children to have the opportunity to explore new technology safely and in moderation.</p> <p>Implementation: Children have the chance to use different types of technology either as a standalone session or as part of another lesson.</p> <p>Impact: Children are exposed to new technology safely.</p> <p>Early Learning Goals link: Building relationships</p>	<p>Summer 1</p> <p>Being Safe: Class rules</p> <p>Intent: To continue to build on work from Autumn 2 and throughout the year, children begin understanding class rules to help them to understand boundaries. Implementation: Children are now familiar with the classroom routines. They should then be taught additional 'rules' that complement the routine. Rules should be those that help to support the whole class or individuals have a more positive influence on behaviour, routines, respect for others and/or property. In addition to essential rules, teaching rules should focus on positive expectations such as giving praise or supporting a peer, sharing, playing together, respecting one another.</p> <p>Impact: Children intensify their understanding of class routines and their role within the class.</p> <p>Early Learning Goals link: Building relationships ELG: Managing self</p> <p>Summer 2</p> <p>Body Awareness: Likes and dislikes</p> <p>Intent: For children to explore what feels comfortable or good and what doesn't.</p> <p>Implementation: This should be approached in an individualised way. Now that the class team are familiar with the children, they may be aware of whether a child likes to be touched, intensive interaction or whether they like physical exercise. Children should be given the chance to have a variety of sensory experiences and responses should be noted. Think about consent e.g., not touching others if they do not consent to it (staff should adhere to this rule also). Can be explored in the wider sense of feelings e.g., when I feel good/happy and when I don't (and why).</p> <p>Impact: Children learn about their likes and dislikes in relation to their body.</p> <p>ELG: Managing self</p>

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	Forest School	<p>To become familiar with being in the woodland environment. - using free play to explore the woods and our base camp area to establish likes and dislikes in the woods.</p> <p>To connect as a new class group and promote a sense of community through sharing familiar stories and team games such as '1,2,3 where are you?'</p> <p>Introduce knots- play based exploration of rope ladders, rope swings, hammocks and tarp shelters.</p>	Classes to rotate every half term	<p>Tools and fire</p> <p>To introduce tools safely and experience, a bow saw, hammer and a peeler/whittling knife to make a range of woodland craft objects with appropriate levels of support.</p> <p>To introduce fire safety, to light a fire with support and to cook a variety of snacks of the fire.</p>	Classes to rotate every half term