



# EYFS Curriculum Map

## 2022-2023



|                                  | Term 1                                                                                                                                                                                                                                                                                                                                                    | Term 2                                                                                                                                                                                                                   | Term 3                                                                                                                                                       | Term 4                                                                                                                                       | Term 5                                                                                                                                              | Term 6                                                                                                                                                                              |
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| Theme                            | Ourselves                                                                                                                                                                                                                                                                                                                                                 | At West Malling we believe the children are most engaged in their learning when they collectively take ownership of the context within which this takes place. The choice of theme is therefore a collaborative process. |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
| C & L                            | Through the theme children have opportunities to listen and respond to, role play and interact with a range of high quality texts. They are encouraged to participate in small group, whole class and one to one discussions. Through this, they can express their ideas, ask questions, give explanations and learn and use newly introduced vocabulary. |                                                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
| Focused books (Power of Reading) | Texts will be carefully selected linked to the theme and will be explored throughout each term.                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
| PSED (including Jigsaw)          | Over the course of the year, we will be developing skills to enable children to:<br>self-regulate,<br>manage themselves<br>build relationships                                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
|                                  | Being me in my world<br>Helping others<br>How am I feeling?<br>Thinking about others<br>Caring about others<br>Working well with others                                                                                                                                                                                                                   | Celebrating differences<br>Accept everyone is different<br>Include others<br>Know how to help someone in trouble<br>Try to solve problems<br>Kind words/hands                                                            | Dreams and Goals<br>Stay motivated and tackle challenges<br>Keep trying<br>Work well with a partner/group<br>Positive attitude<br>Work hard to achieve goals | Healthy Me<br>Healthy choices<br>Being healthy, balanced diet<br>Being physically active<br>Keeping safe<br>Keeping clean<br>Stranger danger | Relationships<br>Know how to make friends<br>Solve friendship problems<br>Help others<br>Respect others<br>Managing feelings<br>Being a good friend | Changing me<br>Understand everyone is unique and special<br>Express how they feel<br>Respects changes in themselves/others<br>Know who to ask for help<br>Looking forward to change |
| PD                               | Gross motor – Children will be given a range of opportunities to develop their spatial awareness, demonstrate strength, balance and coordination and moving energetically.                                                                                                                                                                                |                                                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
|                                  | Fine motor – Children will be given a range of opportunities to hold a pencil effectively, use a range of small tools and begin to show accuracy and care when drawing.                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                              |                                                                                                                                                     |                                                                                                                                                                                     |
| PE                               |                                                                                                                                                                                                                                                                                                                                                           | Travelling                                                                                                                                                                                                               | Dance                                                                                                                                                        | Manipulating Equipment                                                                                                                       | Gymnastics                                                                                                                                          | Athletics                                                                                                                                                                           |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                       |
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| Literacy                                                          | Through shared reading children will be able to demonstrate an understanding of what is being read to them, use newly introduced vocabulary, make comments and predictions and ask questions.                                                                                                                                                                                                  |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                       |
|                                                                   | Writing – children will be taught to write letters, spell words using their phonics and write simple phrases and sentences.                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                       |
|                                                                   | Phonics<br>RWI Speed Set 1<br>Single sounds<br>m, a, s, d, t, l, n, p, g, o, c, k                                                                                                                                                                                                                                                                                                              | Phonics<br>RWI Speed Set 1<br>Single sounds<br>u, b, f, e, l, h, r, j, v, y, w, z, x                                                                                                           | Phonics<br>RWI Speed Set 1 –<br>special friends<br>sh, ch, th, qu, nk, ng                                                                                                                                                                                          | Phonics<br>RWI Speed Set 1 –<br>special friends<br>ay, ee, igh, ow, oo, oo                                                                                                                                                   | Phonics<br>RWI Speed Set 2<br>Long vowels<br>ar, or, air, ir, ou, oy                                                                                                                                                       | Phonics<br>RWI – revision & recap.<br>Reading and writing                                                                                             |
| Maths<br>(Mastering Number and Power Maths)                       | Subitise to 4<br><br>Counting to 5, 1:1<br><br>Comparing sets - more/fewer<br><br>Unit 19 - Sorting<br>Unit 6 - Space                                                                                                                                                                                                                                                                          | Subitise to 5<br>Cardinality of 5, counting beyond 5.<br>Begin to recognise numerals to 5<br>Whole/parts<br>Comparing sets (equal sets)<br>Unit 5 - Number bonds within 5<br>Unit 3 – 3D Shape | Subitise to 5, including structured and random arrangements.<br>Cardinality to 10<br>Verbal counting to 20<br>Using fingers to represent quantities/patterns<br>Composition of 5 and 6<br>Comparing sets, including making unequal sets equal<br>Unit 3 - 2D Shape | Symmetrical patterns – doubles<br>Cardinality to 10<br>Verbal counting to 20<br>Counting pattern beyond 20<br>Composition odd/even numbers – link to doubles<br>Composition of numbers to 10<br>Unit 11 - Number bonds to 10 | Subitising, including one more/doubles, up to 10<br>Verbal counting to 20 and beyond<br>Develop confidence in verbal and object counting<br>Composition of 10<br>Order sets of objects<br>Unit 10 - Length, height, weight | Revision and recap of Mastering Number concepts<br><br>Writing numbers<br><br>Unit 13 - Exploring patterns<br>Unit 18 - Measure (Volume and Capacity) |
| UW                                                                | Over the course of the year we ensure that all areas of Understanding of the World will be covered through our themes. However, there are some celebrations that will be explored each term. Please see below.                                                                                                                                                                                 |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                       |
|                                                                   | Me!<br>My family<br>Growing and changing<br>My body and my senses                                                                                                                                                                                                                                                                                                                              | How do different people celebrate Christmas?                                                                                                                                                   | New Year/Chinese New Year                                                                                                                                                                                                                                          | How do different people celebrate Easter?                                                                                                                                                                                    |                                                                                                                                                                                                                            | Celebrations around the world                                                                                                                         |
| RE<br>Kent agreed syllabus – including Understanding Christianity | CREATION<br>Why is the word 'God' so important to Christians?                                                                                                                                                                                                                                                                                                                                  | INCARNATION<br>Why do Christians perform Nativity plays at Christmas?                                                                                                                          | Which stories are special and why?<br>(New Testament)                                                                                                                                                                                                              | SALVATION<br>Why do Christians put a cross in an Easter Garden?                                                                                                                                                              | Which stories are special and why?<br>(Old Testament)                                                                                                                                                                      | Which stories are special and why?<br>(World faiths)<br>with support from RE Today unit                                                               |
| EAD                                                               | A variety materials, tools and props are regularly provided for the children to experiment with colour, design, texture, form and function. They will have the opportunity to share their creations and explain their process and develop their imaginary play.<br>Through songs, rhymes and a weekly music lesson, children will develop their singing, rhythm, and confidence in performing. |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                       |