


An EYFS Curriculum Map of Intent 2024- 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Starting points...</p> <p>Alongside Guiding learners' explorations of personal passions, interests and questions.</p> <p>(Ref - Kath Murdoch 2022)</p>	<p><u>Me!</u> <i>Who am I?</i></p> <p>All about me Families Autumn Harvest time Easington Village Scarecrow Competition</p>	<p><u>Heros</u> <i>Who are the hero's in our community?</i></p> <p>Bon fire night and fire safety Remembrance Nativity Play Christmas Fair Winter</p>	<p><u>Celebrations</u> <i>What is a celebration?</i></p> <p>Chinese New Year (Feb 1st 2022- Tiger) Mother's AND Others day (Someone special) Easter</p>	<p><u>Spring and New life</u> <i>What is a life cycle?</i></p> <p>Spring New life and living things</p>	<p><u>Growing</u> <i>What is compost?</i></p> <p>Gardening Planting Maintaining the edible garden Observing plant growth, changes and minibeasts Changing seasons</p>	<p><u>Reduce, reuse, repair and recycle</u> <i>How can I save the world in my lunchtime?</i></p> <p>Materials Sports Day Fathers day (someone special day) Transition visits to and from settings</p>
<p>Links to Future Learning...</p>	<p><u>Year 1 –</u> Where do I live?</p>	<p><u>Year 1 –</u> The Great Fire of London/ Newcastle</p>	<p><u>Year 2 -</u> Where is China? <u>Year 3 and 4 –</u> Shang Dynasty TBC</p>	<p><u>Year 1 –</u> Science and life cycles (Animals)</p>	<p><u>Year 3 and 4</u> Where does our food come from?</p>	<p><u>Year 1</u> Is there a planet B?</p>
<p><u>Core text</u> Read and re read through out the theme.</p>	<p>All kinds of families by Mary Ann Hoberman</p>	<p>Where the poppies now grow by Hilary Robinson</p>	<p>Non Fiction Polar Region animals</p>	<p>Farmer Duck By Martin Waddell</p>	<p>Compost Stew by Mary Siddals</p>	<p>George Saves the world by lunch time By The Eden Project</p>
<p><u>A rich range of vocabulary</u> a starting point</p>	<p>Community Family Familiar people Photograph Map Road Village</p>	<p>Remembrance Past Present Historical Bravery Difficult choices Kindness</p>	<p>Celebration Contrasting locations Cultural communities Wider world</p>	<p>Life cycle Observation Spring plant names Natural world Observe Touch Smell Hear</p>	<p>Compostable Biodegradable Rot Stew Organic Waste</p>	<p>Reduce Reuse Repair Recycle Climate change Energy</p>
<p><u>Memorable experiences</u> linked to possible theme</p>	<p>Local walk to the park on Easington Village green. Easington Library visit</p>	<p>Fire- fighter's and engine visit into school Walk to local village Post Office Easington Library visit</p>	<p>Visit to the oriental museum in Durham (0191 334 5691) Tasting Chinese food Easington Library visit</p>	<p>Visit to Hall Hill Farm/ bottle feed the baby lambs Easington Library visit</p>	<p>Local walk to East Durham Garden Centre in our community Country side walk and Planting Easington Library visit</p>	<p>Visit to Summer Hill nature park Bespoke upcycling workshop Easington Library visit</p>
PRIME AREAS						
<p><u>Communication and Language</u></p>	<p><u>'Play Matters'</u> At Easington C of E the child is at the centre of what we do. Building positive relationships and giving the children opportunities to thrive through: Investigations time which also includes Free Flow Play. We have a daily 'Focus child' Autumn and Spring term whom we spend quality time with interacting, observing, looking, listening and make notes if and when required through quality conversations. Commenting on what children are interested in doing and echoing back the children's language effectively. Children can share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate further. We recognise the unique child – Opportunities to see the child's own unique interests and passions. We talk about our children. Building knowledge. Deciding what the children's next steps maybe through professional dialogue. We think deeply about further opportunities, enabling the environment, resources, routines, our practitioner's role. All are planned for on the following weekly Statement of Intent (SOI). This includes planning for intentional learning areas linked to curriculum intent and following children's interests and passions through our whole school initiative Glow and Grow. We have a daily Reporter Autumn and Spring terms - Adult led writing/ mark making activity which links play to the more formal parts of the day. Reading frequently, sharing new vocabulary, storytelling, sharing rhymes, poems and role play are all key and play an integral part of our EYFS day to promote communication and language. Please refer to weekly SOI for more information.</p> <p>Drawing Club Introduced in March 2024– Offers Easington C of E EYFS children the opportunity to - Make Conversation, Talk confidently, Using new vocabulary, Listen, Sharing Ideas, Have Conversation back and forth, Collaborate, Respect and help each other. Ref Gregg Botrill 2023</p>					
<p><u>P.S.E.D</u> <u>Kapow</u></p>	<p>Kapow Self-regulation</p>	<p>Kapow Building relationships Special relationships</p>	<p>Kapow Managing self-taking on challenges</p>	<p>Kapow Self-regulations – Listening and following instructions</p>	<p>Kapow Build relationships My Family and friends</p>	<p>Kapow Managing self My Wellbeing</p>

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<p>PPA Cover Mr Appleby and Mrs Wray</p>						
<p>Physical Development</p> <p><u>Gross motor skills</u> Provide the foundation for developing healthy bodies and social and emotional well-being indoors and outdoors.</p> <p>Gross Motor Indoor provision – Hall timetable</p> <p>*From Sept 2022 To introduce 6 Missions delivered through the RESPECT Curriculum for EYFS taught as 1 unit of work</p>	<p>For the children to- *Meet the School Nurses (Mentioned in UTW) for their hearing check</p> <p>*Know how to keep their bodies healthy (PSE) *To know what Hygiene is? (mentioned in PSE) *Know how to wash their hands correctly *Know with support and guidance how to dress and undress for PE. (mentioned in PSE)</p> <p>*Yoga with Mrs Wilkes Set of 6</p> <p>incremental lessons to Develop key listening and following instructions skills</p>	<p>For the children to- *Meet the School Nurse again for their Flu Vaccine</p> <p>*know that going to sleep is important for healthy bodies.</p> <p>*be introduced to Barnaby Bears Healthy Adventures including Oral health care and Barnaby's toothbrush</p> <p>*know how to be safe on bon fire night. Fire Safety</p> <p>Top Start cards For the children to -</p> <p>*Know about Basic gross motor skills</p> <p><u>Or</u> <u>Mrs Wilkes</u> EYFS Yoga</p>	<p>For the children to -</p> <p>* be aware of changes to their body during exercise</p> <p>*How does my body feel during/ after exercise?</p> <p>*Coach Ailsa's Dance skills set of 6</p> <p>incremental lessons</p> <p>linked to Traditional Tales</p> <p>*Coordination *Spatial awareness</p> <p><u>Peterlee Partnership Dance Festival</u></p>	<p>For the children to-</p> <p>* be aware that eating a variety of healthy food helps us to look after our bodies.</p> <p>*Coach Francesca's Gymnastics skills set of 6</p> <p>incremental lessons</p> <p>*Balance *Agility *Core strength</p> <p>*Balance Bike ability Durham County Council visit over 3 sessions</p>	<p>For the children to-</p> <p>*Coach John's Mutli –skills set of 6</p> <p>incremental lessons</p> <p>Multi skill Stations</p>	<p>For the children to-</p> <p>Sports Day</p> <p>*Practice sports day skills to support children to develop...</p> <p>1.Obstacle course *Agility</p> <p>2.Throwing the javelin *balance *spatial awareness *technique</p> <p>3. Penalty shoot out *Balance *Coordination</p> <p>4.Throwing the basket ball in the hoop *Co-ordination</p> <p>5. Races *Core strength</p>
<p>Gross Motor Skills</p> <p>Including opportunities through indoor and Outdoor provision</p>	<p><u>Autumn 1 Baseline check Assessment</u> The child's stage of physical development both in their upper body and their grip.</p> <p>Where are the children developmentally?</p> <p>What do they need next?</p>	<p>Outdoor Provision Environment and continuous provision</p> <p>Following Autumn 1 baseline assessment at Easington C of E we will ensure provision meets the needs of the children in the environment for example – Children with <u>gross upper body movement</u> will need provision such as washing walls with soap and large brushes, painting with mops and sweeping leaves.</p> <p><u>Early Identification – A graduated approach</u> Autumn 2 Dough gym – Is a programme of activities at Easington C of E that is used as an intervention tool to promote Upper Body and Gross Motor development with identified children to support and encourage children to get ready to write.</p> <p><u>The outdoor space has been renovated in line with the new reforms.</u> Major infrastructure works have taken place to ensure that we provide the best foundation for developing healthy bodies and social and emotional well-being including a wonderful new decked multifunctional area, bike track and horticultural Bay – gardening skills using small tools.</p> <p><u>PE</u> timetabled in the school hall includes robust planning for Gross Motor development from Peterlee partnership and freelance experts including EY Yoga, Dance through Traditional Tales, EY Gymnastics and Multi skill stations developing Fundamental Movement skills.</p>				

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<p>Fine motor control</p>	<p><u>Autumn1</u> <u>Baseline check s</u> The child's stage of physical development both in their upper body and their grip.</p> <p>Where are the children developmentally?</p> <p>What do they need next?</p>	<p>Environment and continuous provision</p> <ul style="list-style-type: none"> At Easington C of E we offer repeated and varied opportunities to explore small world activities, puzzles, arts and crafts, malleable materials with high resistance and the practice of using a variety of small tools alongside mark making pens and pencils with conversation and support from adults in reception allows our children to develop proficiency, control and confidence. Funky Fingers area is also a permanent feature in Easington C of E's reception provision. For the children who need more focused input on wrist pivots, finger joint manipulation and grip. Drawing Club –Offers the development of fine motor skills to develop detail and control with purpose. Ref Gregg Botrill.
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SPECIFIC AREAS

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<p>Literacy (Also refer to Communication and language)</p> <p>Reading Language Comprehension</p> <p>A small selection represented here of core texts that we view, read and re read to the children throughout the year.</p> <p>Including - Children's own story interests</p> <p>Please also see White Rose Maths and related book lists that a selection are also shared daily in Elm Class during daily maths meetings.</p>	<p>Reading Autumn 1</p> <p><u>Core texts</u></p> <p>For the children to share their favourite stories from home. At Easington C of E will do our very best to include those texts in the reading area from Sept for our new starter children.</p> <p>Also,</p> <p>All about me My big fantastic family by Adam and Charlotte Gilliam Its ok to be different by Todd Parr Mam by Anthony Browne My Dad by Anthony Browne Selection of LGBT books relating to families The scarecrows wedding by Julia Donaldson Autumn – Non fiction text 'The Seasons' Leaf Man Owl Babies Jack and the beanstalk</p>	<p>Reading Autumn 2</p> <p><u>Core texts</u></p> <p>Where the poppies now grow The Anzac Puppy Non Fiction – Poppy Day Fire fighter - here to help books The Fire Service Topsy and Tim meets the firefighters by Jean and Gareth Adamson Vet by Amanda Askew Chef by Amanda Askew At the doctors by Roderick hunt Little David – Bible story Goldilocks and the 3 bears 3 billy Goats gruff 3 little pigs We have a wide variety of Christmas texts inc The First Nativity Snow bears</p>	<p>Reading Spring 1</p> <p><u>Core texts</u></p> <p>Non Fiction Polar Region animals Polar Bears Chin strap penguin Artic fox Weddel Seal Walrus Polar Bears The Children's bible stories</p>	<p>Reading Spring 2</p> <p><u>Core texts</u></p> <p>Farmer Duck What the lady bird heard by Julia Donaldson The Easter story Non Fiction - Life Cycles – Farm animals duck, cow, sheep, chicken</p> <p>The life cycle of a daffodil</p> <p>Bible stories The lost coin The lost sheep</p>	<p>Reading Summer 1</p> <p><u>Core Texts</u></p> <p>Jack and the beanstalk Jim and the beanstalk Titch by Pat Hutchins A Tiny Seed by Eric Carle The life cycle of a bean – Non fiction Non Fiction texts related to Weather</p>	<p>Reading Summer 2</p> <p><u>Core texts</u></p> <p>The Paper-bag price Peppa Pig's recycling Non fiction - The adventures of a plastic bottle Little monster saves the earth The three R's</p>
<p>A small selection of core rhymes, poems and songs that we enjoy together are noted here</p> <p>Easington C of E also can access a wealth of songs via online music school – Charanga, White Rose Maths and UTW plans</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>Families – Poem Number rhymes Five little ducks Five little aliens Five speckled frogs Here is the bee hive where are all the bees? 5 little monkeys jumping on the bed</p> <p>See MTP</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>'Remember, Remember the 5th of November'' 5 currant buns</p> <p>See MTP</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>When Goldilocks went to the house of the bears. (repeat rhymes to 5 building on prior learning to move forward to 10) 10 green bottles 10 fat sausages 10 in the bed</p> <p>See MTP</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>The days of the week song. Old MacDonald had a farm Mary had a little lamb Baa Baa Rainbow sheep</p> <p>See MTP</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>(repeat rhymes to 10 building on prior learning to move forward to 20) 1, 2 buckle my shoe...to 19,20 my plates empty</p> <p>See MTP</p>	<p><u>Rhymes/ Poems/ Songs</u></p> <p>Old bottle tops and paper bags by Roger Whitaker Durham Music Service – Community 'The Big Sing' via Charanga</p> <p>See MTP</p>

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<p>Sounds-write programme</p> <p>Sounds-Write is a linguistic phonics program to teach reading and spelling</p> <p><u>Statutory guidance</u> – Skilled word reading - <u>decoding</u> and <u>transcription</u>-spelling, handwriting and composition) pg9</p> <p><u>For the children to</u> – Spell words by identifying the sounds and then writing the sound with letter/s (Dev Matters pg9)</p>	<p>Autumn 1 7 weeks</p> <p><u>Weeks 1, 2 & 3</u> Getting to know you RBA School baselines to complete</p> <p><u>Week 4 & 5</u> Unit 1 <u>Skills-</u> To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 6 & 7.</u> Unit 2 <u>Skills-</u> To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p>	<p>Autumn 2 7 weeks</p> <p><u>Week 1 & 2</u> Unit 3 Skills- To segment, blend and manipulate sounds in words with structure CVC Knowledge - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 3 & 4</u> Unit 4 Skills- To segment, blend and manipulate sounds in words with structure CVC Knowledge - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 5 & 6</u> Unit 5 <u>Skills-</u> To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p>	<p>Spring 1 6 weeks</p> <p><u>Week 1, 2</u> Unit 6 Skills- To segment, blend and manipulate sounds in words with structure CVC Knowledge - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 3, 4</u> Unit 7 Skills- To segment, blend and manipulate sounds in words with structure CVC Knowledge - Some spellings are written with a double consonant</p> <p>Week 5, 6 Unit 8 Skills- To segment, blend and manipulate sounds in words with structure VCC & CVCC *2 consonants in final position *3 & 4 sound words *No new code knowledge</p> <p>:</p>	<p>Spring 2 4 weeks</p> <p><u>Week 1, 2</u> Unit 9 Skills - To segment, blend and manipulate sounds in words with structure CCVC (Continuants) CCVC (non – continuants) *2 Consonants in initial position *No new code knowledge</p> <p><u>Weeks 3, 4</u> Unit 10 Skills – To segment, blend & manipulate sounds in words with the structure: CCVCC CVCC CCCVC *3 adjacent consonants *5 sound words</p>	<p>Summer 1 6 weeks</p> <p>Continue to Term 3 Unit 11 depending on when Easter falls.</p> <p>Weeks 1 - 6 Unit 11 Sh, ch, tch, th, ck, wh Some spellings are written with 2 different letters q and u represent the sounds /k/ and /w/</p>	<p>Summer 2 6 weeks</p> <p><u>Weeks 1 to 6</u> Lesson 6 – Bridging Units into Year 1 ‘One sound different spellings’</p>
<p>Writing</p>	<p>During Autumn 1 baseline check we begin to know the children regarding-</p> <ul style="list-style-type: none"> *Gross motor upper body development (Children at the earliest stages showing that we need to promote large movements and enough space to stretch their arms front and side) *Gross motor mid body development (Children showing mid-range dexterity) *Fine motor development (Children showing high levels of dexterity) <p>Intervention is then put in place such as Dough Gym (Alistair Bryce Glegg) to support children with the greatest fine motor need.</p> <p>Drawing Club Easington C of E have begun to implement the <u>Drawing Club program</u> by Gregg Botrill from March 2023. We deliver Drawing Club x 4 sessions per week. <u>The principles of Drawing Club</u> For the children to make progress through the 3 M’s – Making Conversation, Mark making and Mathematics For the children to work at the cusp of confidence. For the children to develop imagination through open ended opportunities. For the children to have freedom to explore. For the children to share through modelling. For the children to develop fine motor to add detail. For the children to extend vocabulary while using it and experiencing joy and success.</p> <p>Composition For the children to – articulate ideas and structuring them in speech first, before writing during adult directed and child initiated play (when appropriate). Core texts will also be used across the academic year to stimulate interests in mark making developing in to writing through ‘Modelled’ and ‘Independent’ writing activities.</p> <p>Handwriting Early patterns and shapes are taught via wider school Handwriting program - Letter Join.</p>					

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	<p>Letter formation is taught through 4 letter formation families: Curly Caterpillar, One armed robots, Ladder letters and Monster zig zags. The children are taught to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Dictation See sounds write lesson. To begin to write a sentence from the reading scheme texts. Everyday words are introduced through weekly dictation lessons.</p> <p>'Typical' Independent Writing development.</p> <ul style="list-style-type: none"> •For the children to – start at any point on the page •For the children to – begin to show a right to left progression. •For the children to –begin to produce mock letters, personal or conventional. •For the children to – begin to produce letter strings. Left to right (may possibly go downwards) •For the children to – begin to form groups of letters with space in between to resemble words. •For the children to – match beginning sound to letter (picture labelling) •For the children to- begin to copy environmental print •For the children to – Begin to write phrases or short captions •For the children to- attempt to write whole simple sentences <p>Child initiated Writing is equally encouraged and celebrated in all areas of reception inside and outside following the children's own interest, personal passions and fascinations.</p> <p>Adult directed At Easington C of E we aim for a balance of child initiated and adult directed writing opportunities From Sept 2023 we will be introducing the new Garden Room Classroom in the EYFS garden to be used as a Sounds Write/ mark making/writing room.</p>					
	<p>Writing inspired by the core texts</p> <p>All kinds of families by Mary Ann Hoberman</p>	<p>Where the poppies now grow by Hilary Robinson</p>	<p><u>Non-fiction texts</u></p> <p>Polar region animals</p>	<p>Farmer Duck by Martin Waddell</p>	<p>Compost Stew by Mary McKenna Siddals</p>	<p>George Saves the world by the Eden Project</p>
<p>White Rose Education</p> <p>Maths</p> <p>Please also see the extensive book list that links to math themes.</p>	<p>Autumn 1</p> <p><u>Week 1,2</u> Getting to know you RBA School baselines to complete</p> <p><u>Week 3, 4</u> For the children to match, sort and compare amounts</p> <p><u>Week 5, 6</u> For the children to talk about measure and patterns</p>	<p>Autumn 2</p> <p><u>Week 7,8</u> It's Me 123! For the children to begin representing 123, comparing 123 and to explore composition of 1 2 3</p> <p><u>Week 9</u> For the children to know Circle and triangles</p> <p><u>Week 10,11</u> For the children to know numbers 12345</p> <p><u>Week 12</u> For the children to know shapes with 4 sides.</p>	<p>Spring 1</p> <p><u>Week 1,2</u> Alive in 5! For the children to be introduced to zero For the children to compare numbers to 5 For the children to explore composition of 4 and 5</p> <p><u>Week 3</u> For the children to explore mass and compare capacity</p> <p><u>Week 4,5,</u> Growing 6 7 8 For the children to be introduced to 6, 7 and 8 For the children to make pairs For the children to combine 2 groups</p> <p><u>Week 6</u> For the children to be introduced to length, height and time</p>	<p>Spring 2</p> <p><u>Week 7,8,9</u> Building 9 and 10 For the children to Be introduced to 9 and 10 For the children to compare numbers to 10 For the children to explore bonds to 10</p> <p><u>Week 10, 11, 12</u> For the children to be introduced to 3D shape</p>	<p>Summer 1</p> <p><u>Week 1,2</u> To 20 and beyond For the children to build numbers beyond 10 For the children to count patterns beyond 10</p> <p><u>Week 3</u> How many now?</p> <p><u>Week 4,5,</u> Manipulate, compose and decompose</p> <p><u>Week 6</u> Sharing and Grouping</p>	<p>Summer 2</p> <p><u>Week 7</u> Sharing and Grouping</p> <p><u>Week 8, 9, 10</u> Visualise, build and map</p> <p><u>Week 11</u> Make Connections</p> <p><u>Week 12</u> Consolidation</p>
<p>Understanding of the world</p> <p>Past and Present</p> <p>Miss Defty's Humanities plan for EYFS</p>	<p>Autumn 1 For the children to – Talk about members of their immediate family and community sharing pictures of their families and books.</p>	<p>Autumn 2 For the children to – Name and describe people who are familiar to them such as the police, fire service, doctors, nurses, vet and teachers sharing role play outfits and stories.</p>	<p>Spring 1 For the children to – Recognise that people have different beliefs and celebrate special times in different ways. Holi Chinese new year</p>	<p>Spring 2 For the children to – *Recognise some environments that are different to the one in which they live – Farm - Natural Explore the natural world around them. *Describe what they see, hear and feel</p>	<p>Summer 1 For the children to – Understand the effect of changing seasons on the natural world around them. *Explore the natural world around them.</p>	<p>Summer 2 For the children to – Recognise some environments that are different to the one in which they live – Land fill sites, Tips, Recycling</p>

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	School – History thread	<p>*Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past.</p> <p>School – History thread</p>	School – History thread	whilst outside – Animals/ At the farm	*Describe what they see, hear and feel whilst outside – Plants	factories – Man made
<p>The natural world</p> <p>Mr Churchill (Science lead) EYFS Learning intentions for each half terms unit of work.</p>	<p>Autumn 1</p> <p>Humans</p> <p>*For the children to talk about members of their immediate family and community. *For the children to name and describe people who are familiar to them.</p> <p>Sound</p> <p>*For the children to describe what they see, hear and feel whilst outside</p>	<p>Autumn 2</p> <p>Seasonal Changes</p> <p>*For the children to explore the natural world around them. *For the children to describe what they see, hear and feel whilst outside. *For the children to understand the effect of changing seasons on the natural world around them</p> <p>Earth and Space</p> <p>*For the children to explore the natural world around them. *For the children to describe what they see, hear and feel whilst outside.</p>	<p>Spring 1</p> <p>Materials, including changing materials</p> <p>*For the children to explore the natural world around them. *For the children to describe what they see, hear and feel whilst outside.</p> <p>Forces</p> <p>*For the children to explore the natural world around them. For the children to describe what they see, hear and feel whilst outside. (Floating and sinking – link with White Rose maths/ Capacity)</p>	<p>Spring 2</p> <p>Animals (excluding humans)</p> <p>*For the children to recognise some environments are different to the one in which they live.</p>	<p>Summer 1</p> <p>Living things and their habitats</p> <p>*For the children to draw information from a simple map. *For the children to explore the natural world around them. *For the children to describe what they see, hear, and feel whilst outside. *For the children to recognise some environments that are different to the one in which they live.</p>	<p>Summer 2</p> <p>Light</p> <p>*For the children to describe what they hear, see and feel whilst outside.</p>
<p>People Culture and Communities</p> <p>Miss Swan RE Lead</p> <p>PPA Delivery across the wider school including EYFS</p>	<p><u>For the children to take part in –</u></p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area</p> <p>Inter faith week</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about-</u> Harvest as a special time - Christians Harvest - Jewish Sukkot Shabbat as a special time for Jewish people</p> <p>Christmas as a special time - The special baby Jesus - -Ways Christians celebrate e.g. colours in the church, Advent Ring.</p>	<p><u>For the children to take part in –</u></p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area</p> <p>Chinese New Year For the children to know about life in this country and life in another country</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about-</u> Special Books - How holy books are treated e.g. Qur’an, Torah, Guru Granth, Sahib</p> <p>Special people - Jesus is special to Christians, stories Jesus told (e.g. The lost coin, lost sheep)</p> <p>Special times - Easter story - How Christians celebrate in church e.g. singing, hymns and prayers</p>	<p><u>For the children to take part in-</u></p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about-</u> Special places, objects, music, people <u>to select e.g.</u> - Church – explore Christian artefacts, music, meeting special people (e.g. Rev Kate) - Mandir – Hindu murtis and artefacts, Hindu music - Buddhists artefacts e.g. rupa/ statue of Buddha, prayer flags - -Jewish artefacts e.g. menorah, mezuzah</p>			
<ul style="list-style-type: none"> Children will begin to know their immediate environment – See Theme Autumn 1 – Me, Who am I? And children’s visits into their own community, observation and discussions and when appropriate maps. Children will begin to know what’s the same and what’s different between this country and another country though the Theme – Celebrations – Chinese New Year – China. The children will draw knowledge from stories, non-fiction texts and when appropriate maps regarding celebrations here and celebrations there. 						

An EYFS Curriculum Map of Intent 2024- 2025

Expressive Arts and Design	<p>Kapow Art <u>Drawing - Marvellous Me!</u></p> <p>Seasonal Crafts Autumn Craft – Nature Wreaths</p> <p>Possible Supplementary art work linked to themes...</p> <p>For the children to be introduced to the artist <u>Pablo Picasso/ Todd Parr</u></p> <p>Drawing and colour</p> <p>For the children to know what a <u>portrait</u> is.</p> <p>For the children to explore line drawing and primary colours paint</p> <p>For the children to explore playdough</p>	<p>Kapow Art <u>Painting and mixed media: Paint my world</u></p> <p>Seasonal Crafts Christmas craft Salt Dough decorations</p> <p>For the children to be introduced to the artist <u>Georgia O Keefe</u></p> <p>Colour and Design</p> <p>For the children to be introduced to and explore <u>transient art</u>.</p> <p>For the children to have opportunities to thread materials</p> <p>For the children to reuse materials in a different way.</p> <p>For children to be introduced to printing</p>	<p>Kapow Art <u>Sculpture and 3D: Creation station</u></p> <p>Seasonal Crafts Winter craft threaded snowflakes</p> <p>For the children to be introduced to <u>Chinese Art</u></p> <p>Painting</p> <p>For the children to be introduced to Chinese art/ black ink</p> <p>For the children to explore role play</p> <p>For the children to explore increasing malleable resistance- Plasticine</p>	<p>Kapow Art <u>Craft and design: Let's get crafty</u></p> <p>Seasonal Crafts Spring craft mandalas Easter craft</p> <p>For the children to be introduced to <u>Local Willow Artist</u></p> <p>Form and Function</p> <p>For the children to explore Form and Function when <u>weaving with willow</u> withes.</p> <p>For the children to be introduced to mixed media</p> <p>For the children to explore role play</p>	<p>Kapow Art</p> <p>Seasonal crafts Summer salt painting</p> <p>For the children to be introduced to <u>Andy Goldsworthy</u> Environmental Artist</p> <p>Pattern and Texture</p> <p>For the children to be introduced to <u>Land Art</u></p> <p>For the children to explore increasing malleable resistance- Clay</p> <p>For the children to explore role play</p>	<p>Kapow Art</p> <p>For the children to be introduced to <u>Guerra de la Paz</u> Recycled materials artist</p> <p>Design and Form</p> <p>For the children to be introduced to <u>Found Object Artistry</u></p> <p>For the children to explore role play</p>
	Music	<p>On line Music School <u>Charanga</u> Reception Units</p>				
<u>Being imaginative and Expressive</u>	<p>Me! For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>My Stories For the children to- Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Everyone! For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Our World For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Unit 1 Big Bear Funk – A transition unit For the children to –</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Unit 2 Reflect, Rewind and Replay For the children to -</p> <p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Reviewed and updated 28.08.2023

Reviewed and updated 1.04.2024