

EYFS Curriculum Map for Reception Class at Potter Street Academy
2024- 2025

It is our intent that each child in EYFS in our school: -

Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.

- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.

- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.

- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.

- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.

- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.

- Is supported by school fostering a close, working partnership with parents and/or carers. - Is included and supported through equality of opportunity and anti-discriminatory practice

Overarching principles	Characteristic's of effective learning	Play
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. They learn to be strong and independent through these relationships.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development</p>	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>	<p>Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Children have a right to play. Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning. In play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens. Children choose to play, and are in charge of their play. Having freedom and time to play in an appropriately stimulating and resourced environment which is finely tuned for young children supports development and learning across all areas.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Who am I and who are they?	What and why do people celebrate?	Where are they going? Cold climate	Where are they going? Hot climate	How and why do things change? Growing plants	How and why do things change? Life cycles
Key Driver for Enquiry	Personal, Social and Emotional Development	Understanding the world People and communities	Understanding the world <i>Geography</i>	Understanding the world <i>Geography</i>	Understanding the World <i>Science</i>	Understanding the world <i>Science</i>
Key texts (including but not limited to) TT- traditional tale PB - Poetry basket	TT- The Little Red Hen Don't Hog the Hedge Rhymes from around the world PB Chop Chop PB Leaves are falling PB Falling apples	TT- Goldilocks Lighting a lamp - a Diwali story Little Glow The Christmas The Jolly Christmas Postman Story PB Pointy hat PB Five little pumpkins PB Breezy weather	TT- The Three Billy Goats Gruff Poles apart Polar Bear Polar Bear Lanterns and firecrackers - a Lunar New Year story PB I can build a snowman PB Carrot nose PB Pancakes	TT- The Gingerbread Man We're going on a Bear Hunt Martha maps it out Handa's Surprise The Easter Story PB Popcorn PB Stepping stones PB Furry furry squirrel	TT- Jack and the Beanstalk Jasper's Beanstalk Supertato PB Sliced bread PB Five little peas PB Vegetables	TT- The frog Prince The Very Hungry Caterpillar What the Ladybird Heard collection. Super worm PB I have a little frog PB If I were so very small PB The enormous turnip
PS Life skills	<p>I can say please and thank you I can dress and undress myself and look after my own belongings I can independently go to the toilet and wash my hands afterwards I can blow my own nose I can use cutlery to eat I can show that I am sorry I can write my own name I can name healthy foods I can resolve conflicts I have with my peers</p>					
	<p>Hunt for bugs Jump in muddy puddles Make a mud pie Visit a senior citizen Try food from around the world Make and sell something Do something for charity</p>		<p>Bake a cake Go on a train ride Receive a parcel from a postman</p>		<p>Observe a life cycle Have a picnic Run through grass barefoot Plant it, grow it, eat it Spend time with other primary age children from a different school</p>	
Subjects						
Understanding the World <i>Geography</i>	<p>Seasons- How is the weather changing? Locate on a map where we live, locate the school</p>	<p>Seasons- How is the weather changing? Locate where different celebrations around the world are happening Houses from around the world</p>	<p>Seasons- How is the weather changing? Locate the Polar regions. Look at the differences in weather. Look at the differences in homes and animals. Draw simple information from a map.</p>	<p>Seasons- How is the weather changing? Locate Africa. Look at the differences in weather. Look at the differences in homes, animals and schools</p>	<p>Seasons- How is the weather changing?</p>	<p>Seasons- How is the weather changing?</p>
Understanding the world <i>History Past and Present</i>	<p>Changes in old buildings (thatched roof houses windmills)</p>	<p>Guy Fawkes – bonfire night Remembrance Day Diwali Christmas Celebrations over time Bears</p>	<p>Changes in bridges</p>	<p>Changes in various transport</p>	<p>Changes in old buildings (castles)</p>	<p>Changes since being a baby</p>

Understanding the World <i>Science</i> <i>The Natural World</i>	Seasonal Changes: observe changes throughout the year Humans: Taking care of ourselves	Seasonal Changes: observe changes throughout the year Animals excl Humans: Animals and their habitats Light: Light and Dark (incl. rainbows and shadows) Sound: Listen and make sounds	Seasonal Changes: observe changes throughout the year Materials: melting, cooling and freezing Materials: Different materials Forces Floating and sinking	Seasonal Changes: observe changes throughout the year Humans: Keeping healthy Forces: Movement in water Humans: Keeping healthy	Seasonal Changes: observe changes throughout the year Humans: Keeping healthy Living things and their habitats: Plants and life cycles	Seasonal Changes: observe changes throughout the year Animals excl Humans: Animals and their habitats Living things and their habitats: Plants and life cycles
Expressive Arts and Design <i>Art</i> <i>Creating with Materials</i>	Drawing and painting – self-portraits using pencils and then paints	Drawing and painting – Creating diva lamps using different materials creating a snowman for their Christmas card	Drawing and painting – creating a painting of an African animal and an arctic animal in the style of Tinga Tinga Artist – Edward Tinga Tinga	Drawing and painting – creating a painting of an African animal and an arctic animal in the style of Tinga Tinga Artist – Edward Tinga Tinga Sculpture – Junk modelling to make different types of transport Skill – creating a form using smaller parts of differing shapes.	Sculpture – Creating their own vegetable sculptures based on Supertato. Drawing and painting creating a sunflower painting Artist- Van Gogh	Drawing and painting – creating Kandinsky style circle artwork. Artist Kandinsky
Expressive Arts and Design <i>Design Technology</i>	Food Tasting different types of bread Baking bread	Food Tasting food from around the world Creating Christmas cards	Structures Creating bridges out of various materials	Food Baking a cake for Mother’s day		
Expressive Arts and Design <i>Music</i> <i>Being Imaginative and Expressive</i>	Who shall I be today? Singing, playing, listening, responding, moving to music	A Sky Full of Colour Singing, playing, listening, responding, moving to music	A Tale from long ago Singing, playing, listening, responding, moving to music	Amazing African Animals Singing, playing, listening, responding, moving to music	Beyond the Stars Singing, playing, listening, responding, moving to music	Our Growing World Singing, playing, listening, responding, moving to music
Understanding the World People and communities <i>Religious Education</i> <i>festivals</i>	Harvest	Diwali Christmas	Lunar New Year	Eid Easter		
Personal, Social and Emotional Development <i>PSHE</i> <i>SCARF</i>	SCARF Me and My Relationships	SCARF Valuing Difference	SCARF Keeping Safe	SCARF Rights and Respect	SCARF Being My Best	SCARF Growing and Changing
Physical Development <i>P.E.</i> <i>Complete P.E.</i>	Dance: Nursery Rhymes Games	Gymnastics: Moving	Gymnastic: High and Low	Dance:	Ball Skills: Hands 1, Feet	Sports day skills Ball Skills: Hands 1, Feet 1
Educational visits	Walk around our local area	Wrights court trip to sing Christmas songs		Miniature train journey		Great Notley Park
Career links and entrepreneurial outcomes		Postman visit	Fireman visit		Police visit	
Supporting Materials	Poetry basket, EYMaths -Karen Wilding, My Happy Mind, Jigsaw, Little Wandle Dough disco Squiggle while you wiggle, Drawing club					