

Hujjat Primary School

EYFS Curriculum Map



	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	<i>Allah Loves Us</i>	<i>Superheroes</i>	<i>Reach for the Stars</i>	<i>Under the Sea</i>	<i>Once Upon a Time</i>	<i>Creepy Crawlies</i>
Communication and Language	<u>ELG01: Listening, attention and understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>ELG02: Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
English: Whole class reading and text focus.	Colour Monster goes to school by Anna Llenas	Zog and the flying doctor by Julia Donaldson and Axel Scheffler	Animation: Soar	Animation: Snail and the Whale	Three Little Pigs	The Very Hungry Caterpillar by Eric Carle
Drawing Club	Handa's Surprise by Eileen Browne	Animation: Pingu the Penguin fire fighter	The way back home by Oliver Jeffers	Tiddler by Julia Donaldson	Jack and the Beanstalk	Mad about minibeasts by Giles Andreae
	Animation: Room on the Broom by Julia Donaldson	Supertato by Sue Hendra	Golden Domes and Silver Lanterns by Hena Khan	Somebody swallowed Stanley by Sarah Roberts	The Gingerbread Man	Ice cream had a melt down by Michelle Robinson
Phonics We use Little Wandle letters and sounds revised as our Phonics Scheme. There are 2 reading practise sessions each week involving Decoding, Prosody and Comprehension. Children read books	Learn the sound and action for the Phase 2 graphemes (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l). Practise writing these graphemes. Identify the first sound in a word.	Learn the sound and action for the Phase 2 graphemes (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk). Practise writing these graphemes. Words with -s /s/ added at the end (hats sits)	Learn the sound and action for the Phase 3 graphemes (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, oi, ear, air, er). Practise writing these graphemes. Words with double letters: dd, mm, tt, bb, rr, gg, pp. Longer words	Review Phase 3 (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er) Review words with: double letters, longer words. Words with two or more digraphs Words ending in -ing Compound words	Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC Longer words Compound words Root words ending in: -ing, -ed, /t/, -ed /id/, /ed/ -est	Long vowel sounds CVCC, CCVC, CCVC, CCCVC, CCV, CCVCC Phase 4 words with -s /s/, at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end

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in line with their Phonic knowledge	Learn the following high-frequency words by heart: is, I, the	Learn the following high-frequency words by heart: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Learn the following high-frequency words by heart: was, you, they, my, by, all, are, sure, pure.	Words with s /z/ in the middle Words with -s /s/ /z/ at the end Words with -es /z/ at the end Review all high-frequency words taught so far Secure spelling	Learn the following high-frequency words by heart: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Root words ending in: --er, -est Longer words Review all high-frequency words taught so far Secure spelling
Mathematics We follow White Rose Maths as the main scheme to teach Maths along with Mastering Number (NCETM) as daily sessions focussing on developing key knowledge and understanding linking Number blocks	Getting to know you / mathematical routines and baseline Match, sort and compare Compare amounts Talk about measure: size, mass and capacity (introductory comparison language) Explore and continue simple patterns Represent numbers 1, 2 and 3 Compositions of 1, 2 and 3 NCETM: perceptual subitising; cardinality; comparison; composition within 5	Circles and triangles Positional language through shape and spatial play Represent numbers 1–5 Compare numbers to 5 Composition of numbers to 5 Shapes with 4 sides Explore, copy and create patterns NCETM: subitising regular and irregular arrangements; composition and comparison within 5	Alive in 5: introduce zero; represent and compare 0–5 Composition of numbers to 5 Mass and capacity Growing 6, 7 and 8: represent, compare and compose Making pairs / conceptual doubles within the taught number range Combining two groups NCETM: subitising; composition/decomposition; number relationships and part–whole thinking	Length and height Time: sequencing and comparing time Building 9 and 10: represent, compare and compose Number bonds to 10 / composition of 9 and 10 Explore 3-D shapes Patterns with 3-D shapes and spatial language NCETM: comparison; composition; doubles; odd/even structures where developmentally appropriate; subitising	To 20 and beyond: build and identify numbers beyond 10 Counting patterns beyond 10 How many now? – adding more and taking away Manipulate, compose and decompose shapes Select, rotate and manipulate shapes Compose and decompose shapes; recognise shapes within shapes NCETM: secure subitising within 5; composition, comparison and number relationships; fluency and flexibility	Sharing and grouping Explore equal and unequal groups; odd and even structures Visualise, build and map Spatial reasoning: positions, routes, representations and mapping Make connections across number, shape, measure and pattern Consolidation and application through problem solving and continuous provision Money through meaningful contexts and role play NCETM: deepen number sense; doubles, composition/decomposition and connections between number relationships

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Across the EYFS curriculum, children develop mathematical oracy by using talk to count, compare, reason, explain and solve problems. High-quality texts create opportunities to introduce and rehearse **mathematical vocabulary, recognise patterns and relationships, and articulate mathematical thinking with increasing confidence.

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Understanding of the World Past and Present People, Culture and Communities The Natural World	Transition- My New School Transition – Belonging and School Routines All About Me Hujjat Community Black History Month – Significant People What are Seasons? Autumn Walk All about Autumn	Who Helps Us? What is a Hero? Healthy Bodies Past and Present – Emergency Services Mapping and Technology Helpers Seasonal Changes – Winter and Christmas	What is Space? Day and Night – Sun, Moon and Stars Our Solar System Space Exploration – Past and Present China and the UK – Celebrations around the World Ramadan – Communities and Traditions	Animals and Habitats Comparing Animals and Habitats Under the Sea – Sea Creatures Pollution Caring for our Environment	Homes - Past and Present Materials and Building – Three Little Pigs Plants and Growing Life Cycle of a Chick Life Cycle of a Frog Life Cycle of a Butterfly	Looking after Ourselves – Healthy Bodies Looking after Ourselves – Hygiene and Dental Health Minibeasts Seasonal Changes – Summer Seaside – Past and Present
Personal, Social and Emotional Development Self Regulation Managing Self Building Relationships	<u>Core value: Compassion</u> Characteristics of Learning/Value-Saurus Mascot My Classroom Trusted Adults Zones of Regulation Kindness and Turn Taking	<u>Core Value: Respect</u> Characteristics of Learning/Value-Saurus Mascot Self-care; Hygiene Road Safety Awareness Responsible Choices Showing resilience Internet Safety	<u>Core Value: Service</u> Characteristics of Learning/Value-Saurus Mascot Zones of Regulation Following Instructions Self-care; Dressing Team Work	<u>Core Value: Gratitude</u> Characteristics of Learning/Value-Saurus Mascot Trying new things Dealing with Bullying and Unkind Behaviour Looking after others	<u>Core value: Integrity</u> Characteristics of Learning/Value-Saurus Mascot Perseverance Rules – right from wrong Bodies-Body parts and senses	<u>Core value: Excellence</u> Characteristics of Learning/Value-Saurus Mascot Healthy food choices Showing independence Setting goals Transition Wishes for the future

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					Respecting my body and privacy Growth and change	
Religious Education	What kind of person was Prophet Muhammad (pbuh)? (Islam) What makes a good friend? Who was the Holy Prophet (pbuh)? Prophetic Stories: Prophetic values	What is interesting about the story of Prophet Isa (pbuh)? (Islam and Christianity) Who is Prophet Isa (as)? Who is Lady Maryam/Why is she special? The Nativity Story Comparing Prophet Isa (as) and Prophet Muhammed (s)	How can we help other people? (Islam & Sikhism) What is charity? Sikhism and Sewa Charity in Islam – Surah Dahr Acts of charity	How do Islam and other faiths use water and why? (Islam and Christianity) Why is water important Infant baptism in Christianity Wudhu in Islam The power of wudhu How can we be like water	How do we choose what food to eat? (Islam and Judaism) Foods in the Quran Shahr Ramadhan – fasting Food and the needy Food in Judaism	What can we learn from stories? (Islam and Humanism) Story of Prophet Nuh (pbuh) Story of Prophet Yunus (pbuh) Aesop's fables

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Expressive Arts and Design	<u>Alma Thomas</u> : Exploring repeated shapes and marks using bright colours	<u>Roy Lichtenstein</u> : Pop Art	<u>Samira Mian</u> : Islamic geometric art	<u>Wassily Kandinsky</u> : Exploring lines, Shapes and Colours	<u>Sculpture</u> : Playdough	<u>Raku Inoue</u> : Mini beasts: mini-beasts, bugs, animals
Creating with Materials	<u>Food technology</u> : Making soup and bread	<u>Food technology</u> : Making fruit salad	<u>Food technology</u> : Decorating Space biscuits	<u>Food technology</u> : Ocean Potion	<u>Food technology</u> : Making Gingerbread men	<u>Food technology</u> : Make your own Ice Cream
Being Imaginative and Expressive	<u>Craft</u> : Nature Wreath	<u>Craft</u> : Superhero mask	<u>Craft</u> : Chinese Lanterns	<u>Crafts</u> : Paper boats	<u>Crafts</u> : Junk modelling Houses	<u>Craft</u> : Salt Painting
MFL - Arabic	Letters ا ب ت ث ج Greetings	Letters ح خ د ذ Numbers (1-10)	Letters ر ز س ش Colours	Letters ص ض ط ظ ع Animals	Letters غ ف ق ك ل The Four Seasons	Letters ي و م ن ه Emotions
Physical Development	The children will have PE once a week, as well as access to our outside area to develop their moving, handling, health and self-care skills. ELG06: Gross Motor: -					



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- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG07: Fine motor skills: -

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
 - Begin to show accuracy and care when drawing.