

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>All About Me</i>	<i>People who help us</i>	<i>Animals</i>	<i>Minibeasts</i>	<i>Lifecycles</i>	<i>Health and Fitness</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.	Story Time and joining in Mark making Recognising my name and familiar words	Rhyming stories and story structures Recognise and blending some words Letters in my name	Reading stories, non-fiction, rhymes and poems together Stories – storylines, predictions, role play and characters Phonics phases 1- 3 Sounds and letters of the alphabet	Reading and understanding simple sentences Recognising capital letters and full stops in reading and writing	Using information books Understanding sentences in stories Exploring and writing sentences Retelling stories Spelling - representing sounds with letters	Irregular high frequency words Main events in a story Instructions and letters Syllables Features of stories
Reading and Writing	• Titch (animation)	• Pingu (animation)	• Mr. Ben – Zoo Keeper (animation)	• Three Little Pigs (Traditional tale)	• The Very Hungry Caterpillar by Eric Carle	• Oliver's Vegetables by Vivian French
Drawing Club	• The Colour Monster Goes to School by Anna Llenas • Little Red Hen (story telling) • Goldilocks and the Three Bears (Traditional tale)	• Lost and Found by Oliver Jeffers • The Gingerbread Man (Traditional tale) • 100 Decker Bus by Mark Smith	• Owl Babies by Martin Waddell • Little Red Riding Hood (Traditional tale)	• Farmer Duck by Martin Waddell • Twist and Hop - Minibeast Bop by Tony Mitton	• Jack and the Beanstalk - (Traditional tale) • Tad by Benji Davis	• Billy and the Beast by Nadia Shireen • Hansel and Gretel (Traditional tale) • Little Rabbit Foo Foo by Michael Rosen

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Phonics <i>(Little Wandle Letters and Sounds Revised)</i>	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 following high-frequency words by heart: is, I, the	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 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 sound and action for the Phase 3 graphemes (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er). Practise writing these graphemes. Words with double letters: dd, mm, tt, bb, rr, gg, pp. Longer words Learn the following high-frequency words by heart: was, you, they, my, by, all, are, sure, pure.	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 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	Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Compound words Root words ending in: -ing, -ed, /t/, -ed /id/, /ed/ -est 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	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 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 <i>(White Rose Maths)</i>	Opportunities for settling in, introducing the areas of provision Key times of day, class routines, where do things belong? Positional language Match and sort Exploring pattern 2D Shapes- Circles, triangles, rectangles and squares	2D Shapes Review Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Representing numbers to 5 Subitize numbers to 5	Comparing numbers to 5 1 more 1 less to 5 Composition of 4 & 5, 6, 7 & 8 Combining 2 amounts (addition) Building 9 and 10, 1 more 1 less Doubles Odd and even	Money Counting 10 Comparing numbers to 10 Length and height Time Mass and capacity	Explore 3D Shapes Counting to 20 and beyond 1 more 1 less to 20 Representing numbers to 20 Composing numbers to 20 Comparing numbers to 20	Addition and subtraction to 20 Doubling Sharing & Grouping Even and Odd Spatial Reasoning Visualise and Build Deepening Understanding Pattern and Relationships Mapping

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Knowledge & Understanding of the World	Seasonal Changes (Autumn) Me and My World My environment Computing in my school <u>Supporting texts:</u> - My Mum by Anthony Browne	Let's celebrate People who help us (family, doctors, police/firemen, teachers) Maps Using a computer <u>Supporting texts:</u> - The Christmas Pine by Julia Donaldson - Martha Maps it Out by Leigh Hodgkinson	Seasonal Changes (Winter) Animals in other continents Habitats Farm animals Nocturnal and diurnal animals <u>Supporting texts:</u> Non-fiction texts	Everyday Materials (different materials) Seasonal Change (Spring) Minibeasts and their habitats The Month of Mercy <u>Supporting texts:</u> - My First Ramadan by Karen Katz - Ramadan's Coming by Rabia Bashir	Plants (plants and flowers) Life cycles (butterflies, plants, chicks) Understanding maps and programming (Beebots) <u>Supporting texts:</u> Non-fiction texts	Healthy food Exercise and physical activities Sleep Hygiene Dental hygiene Seasonal Changes (Summer) Healthy planet (pollution and deforestation) <u>Supporting texts:</u> Non-fiction texts Oliver's fruit salad by Vivian French
Personal, Social and Emotional Development	<u>Core value: Compassion</u> Understanding feelings Being in a classroom Being gentle/kind Rights and responsibilities Self-identity	<u>Core Value: Respect</u> Difference Identifying talents Being special Families Making friends	<u>Core Value: Service</u> Challenges Seeking help Perseverance/overcoming obstacles Jobs Goal setting Achieving goals	<u>Core Value: Gratitude</u> Family life Friendships Breaking friendships Making new friends Dealing with bullying Being a good friend	<u>Core value: Integrity</u> Bodies – body parts and senses Respecting my body and privacy Growth and change Celebrations	<u>Core value: Excellence</u> Growing up – past and present Safety Changes in life Fun and fears Wishes for the future
Religious Education	What makes a good friend/Who was the Holy Prophet (s)? Prophetic Stories: Prophetic values	Who is Prophet Isa (as)? Who is Lady Maryam/Why is she special? Christmas Story – Christianity and Islam Comparing Prophet Isa (as) and Prophet Muhammed (s)	Charity in Islam How can we help others? Sewa in Sikhism Examples from the Qur'an Acts of Charity	Choosing the right kinds of food Foods mentioned in the Qur'an Food, Ramadhan and the Needy	Water in Islam Christianity: Infant Baptism Introduction to Wudhu: Preparation for Prayers Power of Wudhu	Intro - Friends Prophet Nuh (as) Prophet Yunus (as) Aesop's Fables – Country Mouse and Town Mouse

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Expressive Arts and Design	Drawing and Painting Building and construction with different objects and materials <u>Wassily Kandinsky:</u> Exploring lines, Shapes and Colours <u>Food technology:</u> Making soup and bread	Experimenting with different media and types of lines. <u>Alma Thomas:</u> Media, colour and patterns <u>Food technology:</u> Making Gingerbread men	Painting, Collage and Print making Nature – flower, plants and animals <u>Claude Monet:</u> Floral prints, collaborative collage <u>Food technology:</u> Making Animal themed fruit/vegetable snacks	Collage, Textiles and Print making Colours all around me <u>Samira Mian:</u> Islamic geometric art <u>Food technology:</u> Making Ramadan biscuits	Painting, Collage, Textiles and Print making <u>Raku Inoue:</u> Mini beasts: mini-beasts, bugs, animals <u>Food technology:</u> Making salad with our own grown cress	Drawing and Painting Creating different marks, lines or shapes Mixing colours Making backgrounds <u>Sculpture:</u> Playdough, plasticine and clay <u>Food technology:</u> Making fruit salad
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: - 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.					