

St Vincent's EYFS Curriculum Knowledge Map 2023-24

	Year A			Year B		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Value	We are compassionate, caring and loving.	We are respectful of the dignity and wishes of the individual.	We are stewards of our environment and one another.	We believe in practical, hands-on hard work and learning from our mistakes.	We do not judge others.	We build relationships based on trust.
Driving Question	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
Catholic Social Teaching	Solidarity and peace Care for God's Creation	Preferential option for the poor Life and Dignity of the Human Person	Life and Dignity of the Human Person Care for God's Creation	The Dignity of Work and the Rights of Workers Call to Family, Community, and Participation	The Dignity of Work and the Rights of Workers Preferential option for the poor	Solidarity and peace Call to Family, Community, and Participation
Cultural Capital Development Opportunities	Forest school Drama workshop Performing a nativity show	Pizza express trip Visitors from different professions Forest school	Transport journey and visit to tube station. Forest school	Forest school Drama workshop Performing a nativity show	Pizza express Visitors from different professions Forest school	Transport journey and visit to tube station. Forest school
Racial Justice Equality and Diversity (RJED) opportunities	Why is it important that we Examine the feelings and attitudes towards others?	How can we ensure everyone around us has a positive attitude towards diversity and difference?	Which fictional and non-fictional characters are stewards of our environment. What qualities do they have that we can develop?	Do people who move to different countries make a positive contribution to their community?	By Looking at the struggles and successes of our ancestors. Can it make us more resilient?	Will Fairy Tales show us the adversity that we can face and give us the skills to overcome obstacles?
EYFS RE Topics (Following the new RE Directory 2023) One Year Cycle	Branch 1 Creation & Covenant Autumn 1	Branch 2 Prophecy & Promise Autumn 2	Branch 3 Galilee to Jerusalem Spring 1	Branch 4 Desert to Garden Spring 2	Branch 5 To the ends of the earth Summer 1	Branch 6 Dialogue & Encounter Summer 2
Religious Education	To hear the stories: The Creation (1) and know the words and actions of the sign of the cross. To believe that God made us unique and that we are stewards of his creation. To celebrate creation and entering God's family through Baptism. To live with love for ourselves and others because God made us all.	To hear the stories: The Annunciation; The Nativity; Shepherds visit the Manger. To believe that Mary was chosen by God and that Shepherds were chosen to visit Jesus. To celebrate Jesus' birth with the tradition of the crib and explore how other cultures celebrate. To live our lives helping others and God.	To hear the stories: The visit of the Magi; Jesus blesses the little children; Feeding of 5000 (Jn 6:1-14). To believe that Jesus is God's son and the Magi brought him gifts. To believe that Jesus' birth is celebrated at Christmas and he came to show God's love for everyone. To celebrate Jesus' coming by praying the 'Glory Be'. To live our lives welcoming and showing love to everyone in our words and actions. To	To hear the stories: Key events of Holy Week, especially Good Friday and Easter Sunday (simplified); The Great Commandment. To believe that Jesus died on Good Friday and rose again on Easter Sunday. To believe that Easter is a celebration that Jesus is still with us. To celebrate the season of Lent using ashes and the colour purple as well as being sorry. To celebrate Easter by	To hear the stories: Pentecost (Simplified); The early Christian community. To believe that the Holy Spirit came at Pentecost and that the early Christian community lived out the Good News of Jesus. To know that we celebrate Pentecost in the church and that Sunday is a special day for people to celebrate. To live our lives with our parish and wider Catholic community - being happy	To learn about the lives of St Peter & St Paul. To find out about our faith from someone in our local parish asking them why it matters that they are a friend to Jesus. To explore pictures of Jesus from around the world. To find out about the music, smells, tastes and clothing of someone from a different faith.

			live our lives showing care for others by recognising what everyone 'needs' and thinking about how we can take extra care of those who do not have these things.	making Easter gardens and looking at symbols of new life. To live our lives in communion with others, learning about how different cultures celebrate Lent and Easter.	with our family and friends and seeing others as brothers and sisters in God's family regardless of what we look like and where we come from.	
Communication and Language	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play	Creating a language-rich environment linked to a range of high quality texts engaging children actively in stories, non-fiction, rhymes, poems, conversation, story-telling and role play
Personal Social and Emotional	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Underwear rule. Circle times/ stories / restorative conversations / RSE / RE	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Circle times/ stories / restorative conversations / RSE / RE	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Circle times/ stories / restorative conversations / RSE / RE	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Circle times/ stories / restorative conversations / RSE / RE	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Underwear rule. Circle times/ stories / restorative conversations / RSE / RE	Children need to build Strong relationship with adults and peers Develop and understand emotions - Zones of Regulation Positive sense of themselves adult guidance will teach them to look after their bodies, their personal hygiene make good friendships and be able to co-operate and resolve conflicts. Circle times/ stories / restorative conversations / RSE / RE
Physical Development	Specific: Gymnastics Star , tuck and straight shapes - Learning how our own body moves in space. Dance Respond to music by moving our bodies in a direction. Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore leading to proficiency, control and confidence.	Specific: Running To learn how to change direction while running effectively and maintaining balance. Dance Moving body in time with music Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore leading to proficiency, control	Specific: Athletics Jumping To use jumping, running and turn-taking in sports events while following rules. Dance Choose a dance move to form a whole class routine about going on a journey. Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore	Specific: Gymnastics Star, tuck and straight shapes - Learning how our own body moves in space. Dance Respond to music by moving our bodies in a direction. Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore leading to proficiency, control	Specific: Running To learn how to change direction while running effectively (maintaining balance) Dance Moving body in time with music (superhero themed) Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore	Specific: Athletics Jumping To use jumping, running and turn taking in sports events while following rules. Dance Choose a dance move to form a whole class routine about going on a journey. Continuous provision Gross - Climbing, bikes, obstacles, jumping, running, balancing Fine - funky finger exercises Fine Motor Skills: Daily activities to develop control and precision therefore

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Literacy	Children being exposed to a range of songs, stories and rhymes and early letter sounds (phonemes to support early word reading)	Children being exposed to a range of, stories (fiction and nonfiction) and rhymes and letter sounds (phonemes to support word reading and early comprehension and writing	Children develop reading skills and are exposed to a range of text in relation to the reading scheme taught Children develop writing skills, articulating ideas and structuring them in speech, before writing	Children being exposed to a range of songs, stories and rhymes and early letter sounds (phonemes/digraphs to support early word reading)	Children being exposed to a range of, stories (fiction and nonfiction) and rhymes and letter sounds (phonemes to support word reading and early comprehension	Children develop reading skills and are exposed to a range of text in relation to the reading scheme taught Children develop writing skills, articulating ideas and structuring them in speech, before writing Children are able to communicate by writing cards, sentences and short stories
Book focus	Rainbow Fish Christmas Present Jolly Christmas Postman	Amazing Riley Journey 100 decker bus Amelia Earhart - big ideas	Supertato Evil Pea Traditional tales	Rainbow fish Christmas Present Jolly Christmas Postman Amazing Riley	Journey 100 decker bus Amelia Earhart - big ideas	Supertato Evil Pea Traditional Tales
Maths	Numbers to 5, Early shapes, matching and sorting, measuring and patterns Create heart shaped gratitude cards. Use 2D shapes to create shape people	Numbers to 10 3D shapes Height, Length and Time Make a clock Create a class height chart-tallest to shortest.	Numbers to 20 Sharing and grouping Manipulate, compose and decompose Sort litter into groups. Create symmetrical leaf patterns.	Numbers to 5, Early shapes, matching and sorting, measuring and patterns Create heart shaped gratitude cards. Use 2D shapes to create shape people	Numbers to 10 3D shapes Height, Length and Time Make a clock Create a class height chart-tallest to shortest.	Numbers to 20 Sharing and grouping Manipulate, compose and decompose Sort litter into groups. Create symmetrical leaf patterns.
Knowledge and Understanding of the world	Ourselfes Learning how to care for our immediate environment and the world around us (School, Home, Forest) Exploring the desktop computers, logging on independently, using the mouse to access People that Help Us e.g. police officers, nurses and firefighters Learning about where we live and our immediate environment Talk about the lives of the people around them and how they support them to grow and develop.	Seasonal Changes And how we respect and care for our environment (Climate change) Exploring photography and reproducing for a purpose - always showing respect to others Superheroes nonfiction and fiction People from our past and present Festivals and Celebrations comparing cultures and beliefs Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Living things and their habitats - life cycles of the butterfly / frog Comparing and contrast Explore beebots Programming forward and backwards Journeys How transport vehicles have changed over time Journeys Where can we travel to? What will our journey teach us about the world we live in? Holidays etc. Know some similarities and differences between things in the past and now, drawing on	Ourselfes Learning how to care for our immediate environment and the world around us (School, Home, Forest) Exploring the desktop computers, logging on independently, using the mouse to access People that Help Us e.g. police officers, nurses and firefighters Learning about where we live and our immediate environment Talk about the lives of the people around them and how they support them to grow and develop.	Seasonal Changes And how we respect and care for our environment (Climate change) Exploring photography and reproducing for a purpose - always showing respect to others Superheroes nonfiction and fiction People from our past and present Festivals and Celebrations comparing cultures and beliefs Know some similarities and differences between things in the past and now, drawing on	Living things and their habitats - life cycles of the butterfly / frog Comparing and contrast Explore beebots Programming forward and backwards Journeys How transport vehicles have changed over time Journeys Where can we travel to? What will our journey teach us about the world we live in? Holidays etc. Know some similarities and differences between things in

			their experiences and what has been read in class.		their experiences and what has been read in class	the past and now, drawing on their experiences and what has been read in class.
Expressive arts and design	<p>Exploring a range of creative resources to create images of ourselves and people we love</p> <p><u>Make a hospital/Doctors surgery/Fire Station-people who help us.</u> Artists: Pedro Pedro</p> <p>Singing - Learn the school prayers through song. Sing familiar songs to perform at Christmas.</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>	<p>To explore a wide range of medias e.g. size of brushes, pens, pencils, sponges Creating super vegetables</p> <p><u>Work in groups to make healthy sandwiches.</u> Artists: Wassily Kandinsky</p> <p>Singing - learn superhero song with actions Listening - music linked to festivals</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>	<p>Creating models of vehicles and sharing creations and talking about the process <u>Make a vehicle, discussing shapes used.</u> Artists: Artists: Valay Shende</p> <p>Singing - songs linked to journeys. Listening - transport sounds</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>	<p>Exploring a range of creative resources to create images of ourselves and people we love Create a final piece for the Carols in the Gallery as a self portrait in pencils. <u>Create 'ourselves' picture frames.</u></p> <p>Artists: Pedro Pedro</p> <p>Singing - Learn the school prayers through song. Sing familiar songs to perform at Christmas.</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>	<p>To explore a wide range of media and materials e.g. size of brushes, pens, pencils, sponges and incorporating different fabrics into their final pieces. <u>Create a Superhero from a range of materials.</u> Artists: Wassily Kandinsky</p> <p>Singing - learn superhero song with actions Listening - music linked to festivals</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>	<p>To investigate different modes of transports and create models of vehicles and sharing creations and talking about the process <u>'Use a range of materials to make a boat. Test out in a water tray.</u> Artists: Artists: Valay Shende</p> <p>Singing - songs linked to journeys. Listening - transport sounds</p> <p><i>Continuous Provision Exploring different instruments and sounds.</i></p>
RSE (Ten Ten)	<p><u>Religious understanding</u></p> <p><u>Me, my body and my health</u></p>	<p><u>Emotional Wellbeing</u></p> <p><u>Religious Understanding</u></p> <p><u>Personal Relationships</u></p> <p><u>Life Online</u></p>	<p><u>Life Cycles</u></p> <p><u>Keeping safe</u></p> <p><u>Religious Understanding</u></p> <p><u>Living in the Wider World</u></p>	<p><u>Religious understanding</u></p> <p><u>Me, my body and my health</u></p>	<p><u>Emotional Wellbeing</u></p> <p><u>Religious Understanding</u></p> <p><u>Personal Relationships</u></p> <p><u>Life Online</u></p>	<p><u>Life Cycles</u></p> <p><u>Keeping safe</u></p> <p><u>Religious Understanding</u></p> <p><u>Living in the Wider World</u></p>
MFL: Italian	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>	<p>Italian colours, numbers and greetings through songs, games, and storytelling. Children are involved in an emotional environment and they are engaged in kinaesthetic learning activities. The pupil centre approach is based on participative, active, and communicative teaching, including non-verbal expressions.</p>