

EYFS CURRICULUM MAP

Terms:	QUESTION for topic	Enrichment Opps	Communication and Language	Physical Development	Personal, Social and Emotional Development	Jigsaw links to PREVENT	Literacy	Maths	Understanding the World	Creative Development	Other
ONGOING - General Safeguarding procedures with children – lanyards on staff, visitors and who DSLs are and their role.											
Autumn 1 Hampshire Council Road Safety / Be bright to be seen Campaign – Keeping ourselves safe on the roads when cycling, walking, scootering etc.	Who am I? What are my new friends like? What are the signs of Autumn?	Feeling secure in school – transitions, music makers, home visits etc- to create a safe and secure environment in which children are free to express themselves. School nurse – Hand washing and flu talk- Healthy choices	Role play opportunities – people who help us and responding to child initiated role play-mirroring what they are seeing and experiencing- To know who trusted adults are in your life/community. Sharing all about me sheets- Creating a sense of identity and belonging. Building confidence to speak to adults and share ideas- creating safe and trusted relationships and form positive attachments.	Encourage team work – building relationships. Healthy eating – what should we be eating to help us survive, keep us healthy. Making good choices- good relationships, good manners, understanding rules, right and wrong. Weekly cooking – developing healthy eating awareness. Washing hands, going to the toilet, using tissues for sneezing etc- Self-care skills Learning to use tools and equipment safely- Safe use of sharp and risky equipment.	Making friends/ building relationships. Clever never goes- Building trust with safe adults Know who can help us- Trusted adults. Pantosaurus Knowing what is appropriate and not appropriate- Brookes Traffic lights. Circle Times and Jigsaw- regulating emotions, safe place to share experiences, confidence and giving value to their voice. Scooter Training – keeping safe on the roads and wearing safety equipment. NSPCC and safeguarding assemblies- giving strategies to seek help/support, teaching what is and isn't ok.	Rights and Responsibilities- making choices and right and wrong. Self-Identity- value of self-worth.	Stories with morals/ life tales- supporting right or wrong, understanding emotions, good role models, building resilience.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc. Learning how we are similar and different – respecting those differences. E-Safety- learning to be safe online and knowing what to do when they don't feel safe. Local area awareness – harvest walk/church visits- road safety, Clever never goes.	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- self-care and managing risks.	Fire Evacs every half-term. -How to keep safe. Flu jab- understanding why this is needed and how medicine helps us. EYFS height and weight checks Vision and hearing checks- monitoring children's health. Black card practise- How to keep safe. Democracy week – voting for chair and vice chair of the school council- having a voice and living in a democratic society.
Autumn 2 Friendship Week	Who helps us in school and at home? Happy birthday! What's in my community?		Role play opportunities – people who help us and responding to child initiated role play- mirroring what they are seeing and experiencing. Building confidence to speak to adults and share ideas- creating safe and	Weekly cooking – developing healthy eating awareness. Self-care skills – washing hands, going to the toilet, using tissues for sneezing etc	As above, plus - Clever Never Goes – Bonfire Night/ Halloween (knocking on doors, trick or treating) Building trust with safe adults Circle Times and Jigsaw- regulating emotions, safe place	Standing up for yourself- Self-confidence and self-worth, making choices. Where we live- community, staying safe.	Stories with morals/ life tales supporting right or wrong, understanding emotions, good role models, building resilience.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc.	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and	Fire Evacs every half-term- How to keep safe. Black card practise- How to keep safe.

			trusted relationships and form positive attachments.		to share experiences, confidence and giving value to their voice. NSPCC and safeguarding assemblies- giving strategies to seek help/support, teaching what is and isn't ok.				Learning how we are similar and different – respecting those differences. E-Safety- learning to be safe online and knowing what to do when they don't feel safe. Remembrance Day- building respect. Christmas/ Diwali – Tolerance of different beliefs. Church visits- road safety -Christmas service at Christ Church- road safety, Clever never goes.	opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- self-care and managing risks.	
Spring 1	What happens in Spring?		Role play opportunities – people who help us and responding to child initiated role play- mirroring what they are seeing and experiencing.	Weekly cooking – developing healthy eating awareness.	As above, plus - Clever never goes- Building trust with safe adults Circle Times and Jigsaw- - regulating emotions, safe place to share experiences, confidence and giving value to their voice. NSPCC and safeguarding assemblies- giving strategies to seek help/support, teaching what is and isn't ok.	Seeking help- knowing who to trust when needing help.	Stories with morals/ life tales supporting right or wrong, understanding emotions, good role models, building resilience.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc. Learning how we are similar and different – respecting those differences. E-Safety- learning to be safe online and knowing what to do when they don't feel safe. Lunar New Year – tolerance of other cultures/ beliefs. Forest Schools- Tool safety and keeping yourself safe.	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- self-care and managing risks.	Fire Evacs every half-term- How to keep safe. Black card practise- How to keep safe. Children's fayre EYFS height and weight checks Vision and hearing checks- monitoring children's health.

Spring 2	New Life How have I changed (physically/abilities) How do I look after myself/ staying healthy	Mother's Days celebrations- building relationships.	Role play opportunities – people who help us and responding to child initiated role play- mirroring what they are seeing and experiencing.	Weekly cooking – developing healthy eating awareness.	As above, plus - Clever never goes- Building trust with safe adults Building trust with safe adults Circle Times and Jigsaw- - regulating emotions, safe place to share experiences, confidence and giving value to their voice. NSPCC and safeguarding assemblies- giving strategies to seek help/support, teaching what is and isn't ok.	Safety	Stories with morals/ life tales supporting right or wrong, understanding emotions, good role models, building resilience.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc. Learning how we are similar and different – respecting those differences. Easter - tolerance of other cultures/ beliefs. Church visit- Easter service- road safety, Clever never goes. E-Safety- learning to be safe online and knowing what to do when they don't feel safe.	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- self-care and managing risks.	Fire Evacs every half-term- How to keep safe.
Summer 1 Hampshire Council – Walk to School Week.	How do caterpillars turn to butterflies? What changes happen in summer?	Theme week	Role play opportunities – people who help us and responding to child initiated role play- mirroring what they are seeing and experiencing.	Weekly cooking – developing healthy eating awareness.. Wallbars – safe use of equipment.	As above, plus - Clever never goes- Building trust with safe adults Circle Times and Jigsaw- - regulating emotions, safe place to share experiences, confidence and giving value to their voice. NSPCC and safeguarding assemblies- giving strategies to seek help/support, teaching what is and isn't ok.	Relationships topic in general Knowing what are healthy relationships Dealing with bullying Knowing right and wrong. Making good choices. Family life Forming safe and secure relationships.	Stories with morals/ life tales supporting right or wrong, understanding emotions, good role models, building resilience.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc. Learning how we are similar and different – respecting those differences. E-Safety- learning to be safe online and knowing what to do when they don't feel safe. Staying safe in the sun.	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- selfcare and managing risks.	Fire Evacs every half-term- How to keep safe. Black card practise- How to keep safe. EYFS height and weight checks Vision and hearing checks- monitoring children's health.

									Safety on bikes and scooters.		
Summer 2	What do animals live? What is a habitat?	Hillier Gardens Visit- being safe in public places Father's Day Celebrations	Role play opportunities – people who help us and responding to child initiated role play- <i>mirroring what they are seeing and experiencing.</i>	Weekly cooking – developing healthy eating awareness. Road Safety – keeping ourselves safe. Wallbars – safe use of equipment. Sports Day- Encouraging healthy relationships through sportsmanship	Clever never goes- Building trust with safe adults Circle Times and Jigsaw- - regulating emotions, safe place to share experiences, confidence and giving value to their voice. Sports Day – supporting others, encouraging healthy relationships through sportsmanship Understanding healthy choices.	Respecting my body Understanding that their body is private. Reminder of pants rule. Growing Up Recognising changes that happen as they grow.	Stories with morals/ life tales supporting right or wrong, understanding emotions, good role models, building resilience. Transition letters to new teachers- building relationships.		School safety- Exploring and feeling safe in the school grounds. Learning about our environment- Knowing how to be safe when out and about in the community e.g. at parks etc. Learning how we are similar and different – respecting those differences. E-Safety- learning to be safe online and knowing what to do when they don't feel safe. Specialness – what is special about me?	Role play opportunities- making sense of their world and opportunities to share experiences/ act out situations in a safe way. Story spoons/ Helicopter Stories - making sense of their world and opportunities to share experiences/ act out situations in a safe way. Independent drawing- making sense of their world and opportunities to share experiences Handling scissors and cutting safely- selfcare and managing risks.	Fire Evacs every half-term- How to keep safe.