



ST EDMUND CAMPION EYFS1 (NURSERY) CURRICULUM MAP

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Religious Education	Creation: This unit is designed to nurture an understanding of the world around. It introduces children to God as creator of all that they see around them and the idea of giving thanks. It helps the children understand that they, their talents and gifts are God-given. It helps them understand that we have special signs to show we give God praise and that we can find out about God from the Bible.	Catholic Social Teaching: The focus for this unit is an introduction to the Church's teaching on social justice. Catholic Social Teaching calls us to work for the common good, help build a just society, uphold the dignity of human life and work and work for justice and the dignity of all our brothers and sisters, especially those in greatest need. Advent: This unit is designed to introduce reception children to the idea of special times and seasons in the life of the Church, in particular the season of Advent, as well as learning that Sunday is a special day and that Advent is a special time, when we get ready for the Birth of Jesus. They will consider ways in which they can get ready. The children will start to become aware that we have signs to remind us that this is a special time. The signs in this unit include candles and Advent wreaths and the colour purple.	Christmas: This unit builds on work done in Advent. It provides an opportunity for the children to explore the Christmas story and become familiar with the people involved, the location and the response to the Birth of Jesus. There are opportunities to articulate and visualise the first Christmas. All the activities should involve lots of discussion and role-play Revelation: This unit is introducing the role of the Church in getting to know God. The pupils should be given as many opportunities to role-play, talk in pairs, in groups and to different adults. They need to use visual prompts as much as possible, as well as articulate the words in the stories and role-play what a priest does. The feeding of the five thousand is a story they consider in more detail in years 1 and 2, but they should be able to discuss why Jesus is special and start to suggest what this tells us about God.	Lent: This unit introduces Lent as a time when we get ready for Easter and introduces, through the example and teaching of Jesus, different ways of getting ready. Children should be enabled to explore and visualise the stories. Holy Week: This unit should enable pupils to listen and interact with stories about the events which led up to Easter. The pupils will need lots of dialogue and opportunities to sequence the events of Holy Week. Other Faiths: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Easter: This unit should enable children to discuss and respond to the story of the resurrection. It should draw out the excitement and joy of the Easter season by reflecting on the emotions of those discovering the empty tomb. Easter is the most important and joyous of seasons. The tasks and discussions should reflect that. Pentecost and Mission: This unit enables pupils to listen to and act out the story of Pentecost. Opportunities are provided to explore the role of a disciple of Jesus. Pentecost is shown as being about the Father, Son and Spirit.	Sacraments: This unit introduces children to the idea of God's presence at all times in their lives. It allows them to become more familiar with special occasions in their own lives, the lives of others and the life of the Church. With plenty of discussion it will prepare pupils for future years work on sacraments. Pupils will have the opportunity to use the words associated with sacraments and explore the meanings, appropriate to their age. Other Faith: Understand that some places are special to members of their community.
Understanding the World –including Forest School <i>Science</i> <i>History</i> <i>Geography</i> <i>Computing</i>	Topics: Seasons (Autumn) All About Me (Senses, Our Body) Objectives: • Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people. • Develop their sense of responsibility and membership of a community.	Topics: Seasons (Winter) Space (Our Solar System) Objectives: • Talk about what they see, using a wide vocabulary. • Show interest in different occupations. • Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.	Topics: Seasons (Winter) Objectives: • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	Topics: Seasons (Spring) Planting & Growing Minibeasts Objectives: • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants.	Topics: Seasons (Spring) Objectives: • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants.	Topics: Seasons (Summer) Animals & Habitats Objectives: • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			• Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	• Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	
	Topics: Differences in my Grandparents’ experiences Where does your family come from? Objectives: • Begin to make sense of their own life-story and family’s history • Continue developing positive attitudes about the differences between people. • Develop their sense of responsibility and membership of a community.	Topics: Dinosaurs Dia de los Muertos – Day of the Dead (Mexico) Objectives: • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Topics: Lunar New Year – Across the World Objectives: • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Topics: Around the world, our local area and the people who help us Objectives: • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Show interest in different occupations. • Explore how things work. • Make healthy choices about food, drink, activity and toothbrushing. (Dentist visit)	Topics: Transitions: - how we have changed - what is going to happen next - past, present & future Seaside Objectives: • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Topics: Using photos on Tapestry to talk about self and family Online Safety Objective: • Use technology to support their understanding of and ability to make sense of their own life-story and family’s history. • Name and recognise uncomfortable, embarrassed, and upset emotions • Recognise, online or offline, that anyone can say ‘no thank you’/ ‘please stop’/ ‘I’ll tell’/ ‘I’ll ask’	Topics: Space - Rocket Science Objectives: • Explore how things work.	Topics: Internet Safety Week Online Relationships Objectives: • Recognise some ways in which the internet can be used to communicate. • Give examples of how they (might) use technology with people they know. • Identify ways that they can put information on the internet	Topics: Plants and minibeasts under magnifiers and visualisers Online Bullying Objectives: • Describe ways that some people can be unkind online • Offer examples of how this can make others feel.	Topics: Google Earth and Google Maps Objective: • Use technology to explore different countries in the world and talk about the differences they have experienced or seen in photos	Topics: Creating video stories with small world Objective: • Use technology to share their knowledge and understanding of different countries in the world and talk about the differences they have experienced or seen in photos

		Understanding feelings and empathy. Actions, consequences and forgiveness.	Family, friends and trusted relationships. Positive friendships and Jesus as a role model. Conflict resolution and forgiveness.		Needs vs. wants and the value of love.	
STAY SAFE – WORK HARD – BE KIND						