

EYFS Curriculum Map 2024-2025

Date	Curriculum	Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
A1 16.09	<b>PSHE</b>  British Values link: Rule of Law Decide together upon a rule for your setting. Talk about why these are important and how they keep us happy and safe.			Recognise Circle Time as a classroom activity that provides a sense of community, belonging and fun. Promote cooperation by helping children learn appropriate classroom behaviour. Help children generate logical consequences. Establish a physically and emotionally safe classroom environment. Create and model a calm and positive learning atmosphere that is built on trust and warmth.	Can I learn a set of core rules for circle time and classroom activities? Can I participate in circle time? Can I discuss? Can I talk about why we need rules in our classroom?	How many of you have been to a nursery/playgroup? What is a rule? Why do we need rules?	Rule Behaviour Choices Good poor
A1 23.09	<b>PSHE</b>			Children become familiar with turtles and the other animals that are used throughout the PATHS curriculum.	Can I recognise all of the PATHS animals? Can I understand how turtles use their shell for protection?	Who are your friends at school? Do you have any friends that are not at this school? What does wild animal mean?	PATHS
A1 30.09	<b>PSHE</b>  British Values link: Mutual respect and tolerance: Encourage children to celebrate and talk about their own special people. Explore and celebrate how our special people and families are all different and special.  British Values link: Democracy: Create opportunities for children to ask questions e.g giving children the opportunity to ask about a special object brought in from home.  Regularly involve children in circle time activities that include turn taking.			Children associate PATHS lessons with responsibility and fun. Teach children the meaning of the word 'compliment.' Children associate being PATHS child of the day with receiving compliments. Children learn a polite way to respond to a compliment. Enhance children's self-esteem.	Can I show responsibility as a helper? Can I see how compliments are given? Can I express pleasure when I receive a compliment?	What special jobs could the child of the day do? What will be special about sitting at the special table in the hall? What is a compliment? How did you feel when I gave you a compliment?	Compliment Special person

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A1 07.10	Relationships education	Families and people who care for me	An introduction to families and people who care for me.	Pupils understand that 'family' means different things to different people.	Can I recognise the people I think of as part of my family?	What is a family? Who is in your family? How are our families similar/different?	Family/ Similar/ Different.
A1 14.10	<p><b>Key Question:</b> Ben wanted a car that Bill had. He snatched it. What should he have done?</p> <p>British Values link: Rule of Law When a new piece of equipment is introduced, teach them the rules of how it should be used to keep everyone safe and happy. Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.</p>						
A1 21.10	<p><b>Key Question:</b> Gem was feeling sad. What compliments could you have given her to make her feel better?</p> <p>British Values link: Individual liberty Value and make time for children's favourite things and interests. Encourage children to share how they are feeling and understand how others feel and that they may be feeling differently or have different opinions.</p>						

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A2 04.11	<p>PSHE</p> <p>British Values link: Rule of Law Name and discuss different emotions with children to grow their</p>			<p>To help children understand other people's feelings. To define the feeling 'Happy.' To help children recognise the facial expressions and</p>	<p>Can I recognise that everyone experiences emotions? Can I identify visual expressions of happiness? Can I think of times when I have been happy?</p>	<p>How are you feeling today? Do grown up's have feelings too? What is happiness? What makes you happy? Can everyone feel happy?</p>	



09.12	Tom was playing on the computer. Someone he did not know asked where he lived. What should he do? What should he not do?
A2 16.12	<p><b>Key Question:</b> Emily was pushed over in the playground. How was she feeling? What would you do? How can you make her feel better?</p> <p>British Values link: Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.</p>

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S1 06.01	<p>PSHE</p> <p>British Values link: Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.</p>			<p>To define the feeling 'mad.'</p> <p>To help children recognise the facial expressions and body postures associated with the feeling 'mad.'</p> <p>To provide examples of different reasons for feeling angry.</p> <p>To provide visual representations of the feeling 'mad.'</p> <p>To help children understand other people's feelings.</p>	<p>Can I identify facial expressions of feeling mad?</p> <p>Can I talk about a situation when I have felt mad?</p>	<p>If someone is mad at you, does it mean they don't love you anymore?</p> <p>How do the people's facial expressions look when they are mad?</p> <p>Why do you think they are mad?</p> <p>Can you think of a time when you were mad?</p>	
S1 13.01	<p>PSHE</p> <p>British Values link:</p>			<p>To define the feeling 'scared.'</p> <p>To help children recognise the facial expressions and</p>	<p>Can I understand what might cause fear?</p> <p>Can I say what makes me scared?</p>	<p>Have you been afraid or scared?</p> <p>Did it scare you when you saw the masks?</p>	



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S2 24.02	PSHE			<p>To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>To teach children a technique for self-control.</p> <p>To associate visual symbols with the three steps of doing Turtle to calm down.</p> <p>To teach children the appropriate times to use the Turtle Technique.</p>	<p>Can I identify a problem situation?</p> <p>Can I learn that uncomfortable feelings can stop us making good choices?</p> <p>Can I learn that there are negative consequences for poor choices? Can I recall events from a story?</p> <p>Can I show the Turtle technique?</p>	<p>What happened that made him feel mad?</p> <p>What did Twiggie do when he felt mad?</p> <p>Was it ok for Twiggie to feel mad?</p> <p>Was Twiggies choice to push Henrietta ok or not ok?</p> <p>What happened after Twiggie pushed Henrietta?</p> <p>Did his friends want to play with him? How did that make him feel?</p> <p>How do you feel today?</p> <p>What was Twiggie's problem in the story?</p> <p>Who remembers what Twiggie did to Henrietta when he felt mad?</p>	
S2 03.03	Health education	Healthy Eating	The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health.)	Pupils know that the different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices.	<p>Can I understand that some food and drink is healthy for my body?</p> <p>Can I compare different amounts of sugar?</p> <p>Can I identify healthy choices?</p>	<p>What is your favourite food?</p> <p>Are you sometimes asked to eat something that isn't your favourite food?</p> <p>Why is it important to eat foods that are healthy for the body?</p>	Sugar/obesity/ Tooth decay.
S2 10.03	Health education	Health and prevention	About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of handwashing.	pupils know the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses.	<p>Can I identify ways to keep clean?</p> <p>Can I know when it is important to wash my hands?</p> <p>Can I learn how to wash my hands?</p>	What things do you use to help keep your body clean? When is it important to wash your hands?	Hygiene Germs Bacteria viruses

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S2 17.03			An introduction to my body.	Pupils can correctly position body parts.	Can I name some of my body parts? Can I explain what some of my body parts do?	Do most people have the same body parts in the same places? Are all bodies the same shape and size? Do some people need help to make their bodies work better?	Body
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Su1 21.04	PSHE			To help children associate a strong, uncomfortable feeling with starting to Do Turtle. To continue to practice the Turtle Technique	Can I identify different problem situations? Can I identify uncomfortable feelings to do Turtle? Can I remember the Turtle technique?	When would you need to do Turtle in these situations? Are they ok choices?	
Su1 28.04	PSHE  British Values link: Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.			To define the feeling 'calm' or 'relaxed.' To introduce some of the facial cues and body postures associated with the feeling 'calm' or 'relaxed.' To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behaviour of calming down and doing Turtle with feeling calm or relaxed.	Can I understand the meaning of the words calm and relaxed?	Do you think calm and relaxed are comfortable or uncomfortable feelings? How do their facial expressions show their feeling?	
Su1 05.05	British Values link: Rule of Law	Mental wellbeing	How to recognise and talk about their emotions, including having a varied	Pupils can identify a range of feelings and how these are expressed, including	Can I identify comfortable and uncomfortable feelings?	What is a feeling? Do all feelings feel nice?	Feelings/ comfortable/ Uncomfortable.

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	Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.		vocabulary of words to use when talking about their own and others' feelings.	words to describe them and simple strategies for managing feelings.	Can I describe my feelings to another person? Can I manage uncomfortable feelings? Can I identify comfortable and uncomfortable feelings? Can I describe my feelings to another person? Can I manage uncomfortable feelings?	What can you do when a feeling isn't nice?	
Su1 12.05	<b>Key Question:</b> Tilly was tired of eating an unhealthy diet. Could you design her a plate of food that she would enjoy?						
Su1 19.05	<b>Key Question:</b> Talk about sportsmanship in preparation for sports day. Sam didn't win the running race in sports day. He was upset and pushed the winner over. What should he have done?						
Date Summer 2	Curriculum	Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words
Su2 02.06	<b>Key Question:</b> Ben was on the computer and someone he did not know asked where he lives. What should he do? Why?						
Su2 09.06	<b>Key Question:</b> Discuss basic first aid. What can we do if someone hurts themselves? Talk about serious and non- serious injuries.						



Su2 23.06	<b>Key Question:</b> Talk about special people to us. Get the children to think why these people are special and to share them with the class.
Su2 30.06	<b>Key Question:</b> How are you feeling about moving into a new class? What do you like? What are you excited for?  <b>British Values link:</b> <b>Rule of Law</b> Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.
Su2 07.07	<b>Key Question:</b> Explore KS1 building in preparation for transition days.
Su2	<b>Key Question:</b>

14.07	Can you write a list of the things Lilly can do to have good personal hygiene?
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