

# Big Question Curriculum Map

## Personal, social and emotional development:

Rules and routines  
Timetables  
People who help us  
Values  
Groups Independence  
Please  
Thank-you

## Expressive arts and design:

Making a self portrait  
Finding about likes and dislikes  
Taking on roles & telling stories  
Role play and small world  
Painting, drawing, collage, 3D sculpting  
Construction kits  
Charanga – Term 1

## Learning environment (immersion/outdoor):

Classroom  
Outside area  
Trim Track  
Forest School  
Playground



## Communication and Language:

All about me – what I like doing,  
Talking about myself  
Sharing ideas  
Sharing knowledge  
Answering questions  
Talking about family and people who are important  
Sharing news  
Talking about objects, images and things that are important  
Listening to others  
Responding to others  
Joining others at play and talking to them  
Telling stories

## Year Group: EYFS - Reception

### Term: One

### Big Question: Who Am I?

## Physical development:

Find a space  
Moving with control and co-ordination  
Correct pencil grip and control  
Threading, pegging, tracing, lacing, drawing and writing

## Maths:

Counting aloud  
Counting objects – putting cars/teddies in a line and counting them as they are placed  
Making a line of objects and counting them by touching each one, also giving a small number of objects from a larger group  
Recognising numbers to 5 then 10  
Naming colours and shapes  
Recognising and making patterns

## Literacy development:

Making marks; sand, tea leaves, paint, play dough, clay, gloop, pens, pencils, crayons, big markers  
Writing my name  
Drawing a picture of myself  
Creating and creative images linked to Phase 2 phonics (x4 weekly)  
Handwriting patterns  
Practising the correct pencil grip  
Listening to stories  
Responding to stories  
Looking at books  
Doing puzzles

## Understanding the world:

Belonging to a new group as a new starter at school, wearing a uniform  
Harvest  
Growing up – similarities and difference between self and others  
Where I live, my house, where I like to go  
Same but different – looking at images and making comparisons  
Using ICT to support learning  
Building and creating models