

## Ashton Gate EYFS Concept mapping

### Rationale of chosen concepts:

- **Community** - Community is incredibly important to us at Ashton Gate. We have children come to us with a range of experience from about 30 pre school settings. We carefully foster a sense of belonging, celebrating and considering the unique child. Through our curriculum, we want to give the children mirrors to see themselves and windows to the outside world and the experiences of others. We ensure that our curriculum adapts each year to reflect the cultures and festivals of each cohort so that all children feel valued, included and connected to the world around them.
- **Location and Place** - Through our exploration of location and place children will be able to develop their understanding and their sense of the world around them. This will start with their classroom and school and develop into their local area, city and the wider world around them. This will form the foundation for their geographical awareness and understanding and support their sense of identity and the context of where they live.
- **Chronology** - Chronology enables children to make sense of the past, understand change over time, and see how their own lives are part of a bigger story. It supports historical understanding and helps them begin to grasp cause and effect, continuity and change as well as similarity and difference, which are essential to becoming thoughtful, informed members of their communities.
- **Growth and Change** - The Reception year is a time of growth and change as we welcome children to the school and support them in their development throughout the year. It fits with our focus in developing the Ashton Gater Characteristics which we want to foster in the children throughout their time in school. Exploring growth and change helps children understand how humans, animals and plants develop and change over time. It supports their future learning in science and encourages curiosity, care and responsibility for the living world, while also reflecting their own personal and academic development.

CoT&L focus	Autumn terms	Spring terms	Summer terms
	<p><b>Playing and exploring</b> - Finding out and exploring</p> <p><b>Active learning</b> - Being involved and concentrating</p> <p><b>Creating and thinking critically</b> - Having their own ideas</p>	<p><b>Playing and exploring</b> - Playing with what they know</p> <p><b>Active learning</b> - Keep trying</p> <p><b>Creating and thinking critically</b> - Making links</p>	<p><b>Playing and exploring</b> - Be willing to 'have a go'</p> <p><b>Active learning</b> - Enjoying what they set out to do</p> <p><b>Creating and thinking critically</b> - Working with ideas</p>

### Key:

**Bold** - key events and celebrations

*Italics - links*

Golden threads: Similarities and Difference, kindness, respect & responsibility, and celebrations.					
Concepts:	Community including celebrations	Location and place	Chronology	Growth And change	Core texts: Term 1
Term 1 - <i>8 Weeks (3 or 4 weeks settling in)</i>	Building relationships - kindness	The classroom	Routines/visual timetables	Seasons - Autumn	<ol style="list-style-type: none"> <li><b>What makes me a me</b> -Introduces concepts of self, similarity and difference.</li> <li><b>In every house on every street</b> - Exploring families and similarities and differences of their own families.</li> <li><b>I am almost always kind</b> - introduces the characteristic of kindness.</li> <li><b>The body book</b> - Introduces UW exploration of bodies, focusing on body parts.</li> </ol> <p><u>Other books:</u> Come over to my house The same but different too Worrysaurus Funnybones Super Duper You</p>
	Who are we?  Me and my family  <b>All about me Box</b>  <b>Celebrations - Harvest, Diwali</b>	The school  Their Home	Days of the week  Introducing timers	Coming to school  Health and self care (washing hands/clothing/t oiling)  Human body - parts of the body.  Kitchen disco - pattern	
Term 2 <i>7 weeks</i>	Community	Location and place	Chronology	Growth	Core texts: Term 2
	Racial prejudice/discrim	<b>Park trip</b> - landmarks and	Days of the week	Seasons Autumn/Winter	<ol style="list-style-type: none"> <li><b>Standing up to racism</b> - Builds on being kind - explores racial</li> </ol>

	<p>ination</p> <p>Celebrations and Community (Christmas, Hanukkah, Bonfire Night)</p> <p>Self Regulation - emotions/behaviour.</p> <p>Fairness and kindness.</p> <p>Gender and toys.</p> <p><b>All About Me boxes continued</b></p> <p><b>Christmas</b></p> <p><b>Nativity play</b></p>	<p>journeys.</p> <p>Human and physical features of the environment.</p>	<p>Me as a baby.</p> <p>Months of the year - birthdays.</p>	<p>Human body - senses.</p> <p>Animals hibernating &amp; animal body parts.</p> <p>Primary and secondary colours.</p> <p>Names of instruments.</p> <p>Natural materials - James Brunt artist</p>	<p><i>prejudice/discrimination.</i></p> <p>2. <b>Squirrel that squabbled</b> - <i>relationships with others, Autumn and seasonal change.</i></p> <p>3. <b>Gingerbread Man</b> - <i>Trust. Introducing characters from traditional tales.</i></p> <p>4. <b>Celebrations around the World</b> <i>exploring festivals and celebrations.. (Christmas, Hanukkah, Diwali, Bonfire Night)</i></p> <p><u>Other books:</u> My Hair Pumpkin Soup Traditional tales</p>
Term 3 - 6 weeks	Community	Location and place	Chronology	Growth	Core texts: Term 3
	<p>Roles in community - parent visits jobs and roles</p> <p>Communities we belong to</p> <p>PSED -</p>	<p>Different environment - forest/beach/city/village</p> <p><b>Forest School</b></p>	<p>Personal History</p> <p>Before me.</p> <p>Calendars</p>	<p>Seasons - Winter</p> <p>Humans - health and self care, food, teeth.</p> <p>Online safety</p> <p>Materials</p>	<p>1. <b>All through the Night</b> - <i>roles in our communities</i></p> <p>2. <b>Mr Wolf's Pancakes</b> - <i>Kindness, food, materials/changes</i></p> <p>3. <b>Jabari Tries</b> - <i>Tools, fixings and techniques.</i></p>

	resilience/motivation  <b>New Year.</b>  <b>Lunar New Year.</b>			EAD - tools and fixings	4. <b>Tidy</b> - <i>Different environment, forest (links with Forest School).</i>  <u>Other books:</u> _ Celebrations around the world (Lunar new year) Chicken Clickin' (internet safety) Snail and the whale (beach)
Term 4 - 6 weeks	Community	Location and place	Chronology	Growth	Core texts: Term 4
	Kindness - natural world, responsibility  <b>Easter</b>  <b>World book day</b>  <b>Ramadan/Eid</b>  <b>Pancake day</b>	<b>Different countries - environments</b> - <b>Natural world</b>  <b>Forest School</b>  Name and locate a different country.  Know facts about different country	Chronological language - first/ last/ before/ after	Seasons - Spring  Plants - new life  Animals - linked to different countries  <b>Artist Focus</b>	1. <b>Shu Lin's Grandpa</b> - <i>Exploring another country.</i>  2. <b>Anansi and the golden pot</b> - <i>Exploring another country</i>  3. <b>Mrs Noah's Garden</b> - <i>Plants, the Natural world,</i>  4. <b>Luna loves art</b> - <i>Exploration of art and artists</i>  Other books: Revisit Mr Wolf's Pancakes
Term 5 - 5 weeks	Community	Location and place	Chronology	Growth and change	Core texts: Term 5
	Respect and responsibility	Maps, atlases and globes.	History -Past Brunel	Human lifecycles	1. <b>Martha maps it out</b> - <i>Maps and sense of place</i>

				<p>Music - changing sounds</p> <p>Animals - bees</p>	<p>2. <b>Each Peach Pear Plum</b> - <i>Talking about the past</i></p> <p>3. <b>Winnie the Pooh helps the Bees</b> - facts about bees, responsibilities to others.</p> <p>4. <b>Story Orchestra</b> <i>Journeys and imagination.</i></p> <p>Other books: Standing up to racism (revisit) The same but different too What happened to you?</p>
Term 6 - 7 ½ weeks	Community	Location and place	Chronology	Growth	Core texts: Term 6
	<p>Respect and responsibility - action and charities</p> <p><b>Money Week</b></p> <p>Teamwork</p> <p>Managing relationships</p> <p>Self regulation</p>	<p>New Class</p> <p>Trip to Bristol Zoo Project (lifecycles)</p>	<p>Overview of the whole year</p>	<p>Seasons - Summer</p> <p>Lifecycles of animals and plants.</p> <p>UW - humans healthy eating</p>	<p>1. <b>Tad</b> - <i>life cycles and change</i></p> <p>1. <b>Clean Up</b> -<i>Responsibilities in the Community</i></p> <p>2. <b>It's a no money day</b> - <i>money week and charities</i></p> <p>3. <b>The Wonder</b> (AG - Art's trail) Art and the imagination</p> <p><u>Other books</u></p>

	PSED - transition and trying new things				The invisible Revisit Worrysaurus
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