

Coram Life Education and the PSHE curriculum: EYFS Curriculum Map

Overarching Coverage:

The nature of the SCARF resources and activities means that children will have an opportunity to develop all of the Prime Areas of the EYFS. Children will naturally engage in speaking and listening activities and in activities that promote personal and social development. The grids below show any explicit links that can be made to the curriculum.

KEY:

EYFS Areas of Learning and Development

Shows specific areas of Learning and Development within broader areas and **Early Learning Goals**, which are in bold.

Coram Life Education Programme observation opportunities

Shows the specific Learning and Development areas that can be observed during the visit to the mobile classroom.

Coram Life Education Programme Linked Learning Outcomes

Shows the Coram Life Education programme learning outcomes that relate to the specific Learning and Development areas.

Coram Life Education SCARF follow-up resources

Show the follow-up activities that can be used to introduce or reinforce the related learning objectives and how these link to the L and D areas.

Notes

Use this space to record any links specific to your own school's curriculum mapping or recording.

Areas of Learning and Development	Specific Learning and Development Early Learning Goals	Coram Life Education Programme observation opportunities	Coram Life Education Programme Linked Learning Outcomes	Coram Life Education SCARF follow-up resources	Notes
Personal, Social & Emotional Development	MAKING RELATIONSHIPS • Initiates conversations, attends to and takes account of what others say. (40-60)	✓		✓	
	• Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)	✓		✓	
	Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	✓		✓	
	SELF-CONFIDENCE AND SELF AWARENESS • Welcomes and values praise for what they have done. (30-50)	✓		✓	
	• Confident to speak to others about own needs, wants, interests and opinions. (40-60)	✓		✓	
	• Can describe self in positive terms and talk about abilities. (40-60)	✓		✓	
	Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	✓		✓	
	MANAGING FEELINGS AND BEHAVIOUR • Seeks comfort from familiar adults when needed. (22-36) • Can express their own feelings such as sad, happy, cross, scared, worried. (22-36)	✓ ✓	Re. Know some strategies for dealing with sadness (what to do or who to talk to for help).	R6. Sometimes I'm sad	

Areas of Learning and Development	Specific Learning and Development Early Learning Goals	Coram Life Education Programme observation opportunities	Coram Life Education Programme Linked Learning Outcomes	Coram Life Education SCARF follow-up resources	Notes
	<ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	✓			
	<ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine. 				
	<p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<p>R6. Sometimes I'm sad</p> <ul style="list-style-type: none"> ✓ 	
Communication and Language	<p>SPEAKING</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (30-50) 	✓			
	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). (30-50) 	✓		✓	
	<ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50) 	✓		✓	
	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (30-50) 	✓		✓	
	<ul style="list-style-type: none"> • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (30-50) 	✓		✓	
	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. (40-60) 	✓		✓	
	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (4--60) 	✓		✓	

Areas of Learning and Development	Specific Learning and Development Early Learning Goals	Coram Life Education Programme observation opportunities	Coram Life Education Programme Linked Learning Outcomes	Coram Life Education SCARF follow-up resources	Notes
Physical Development	MOVING AND HANDLING • Experiments with different ways of moving.	✓		N1. Feel your heart go pumpety-pump	
	HEALTH AND SELF-CARE • Observes the effects of activity on their bodies. (30-50)	✓	Na. & Ra. Understand that the body gets energy from food, water and air and that exercise and sleep are important to our health. Nc. & Rc. Understand the importance of basic personal hygiene (e.g. washing, cleaning teeth and brushing hair). Rd. Understand that medicines can sometimes make people feel better when they're ill and understand issues of safety and responsibility	N2. Food for energy	
	•Eats a healthy range of foodstuffs and understands need for variety in food. (40-60 months)	✓		N3. Sleep tight	
	•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health(40-60)	✓		N4. Clean teeth	
	•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)	✓		N5. Washing hands	
	Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	✓		R1. Move your body	
Understanding the World	THE WORLD • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (40-60)	✓	Nb. Name major internal body parts: heart, blood, lungs, stomach (tummy).		
	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. (40-60)	✓	Rb, Name major internal body parts: heart, blood, lungs, stomach (tummy),	R1. Move your body	

Areas of Learning and Development	Specific Learning and Development Early Learning Goals	Coram Life Education Programme observation opportunities	Coram Life Education Programme Linked Learning Outcomes	Coram Life Education SCARF follow-up resources	Notes
	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time.(40-60) 	✓	brain.	✓	
	<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>			✓	
Expressive Art & Design	<p>EXPLORING & USING MEDIA MATERIAL • Sings a few familiar songs. (30-50)</p>	✓		N1. Feel your heart go pumpety-pump N4. Clean teeth N5. Washing hands	
	<ul style="list-style-type: none"> Beginning to move rhythmically. (30-50) 	✓		R1. Move your body	
	<ul style="list-style-type: none"> Imitates movement in response to music. (30-50) 	✓			
	<p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			N3. Sleep tight R2. A good night's sleep	