

Curriculum Map EYFS – Nursery Class

Early Years teaching is different to KS1 and KS2 due to the emphasis of learning through play. We plan for progression in all areas, through gradual challenge in our learning environment and our interactions with children. For example, we may start with large cotton wheels to thread in Autumn 1 and get out successively smaller beads to thread as the term progresses. We weave all the curriculum in and out of the day. All areas of the curriculum can always be found in our free flow resources and open ended activities. We constantly review how we can provide mark making experiences to support pre-writing skills and the love of reading through pre reading skills. Real life maths experiences are a vital part of how children develop a conceptual understanding of shape and number. We give high importance to the development of independence, health and self-care, physical strength, coordination and communication skills. It is our passion to provide a broad and inspiring curriculum, and more often than not, the children are the instigators

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Themes | All About Me | Let's Celebrate | People Who Help Us | Growth & Change | Traditional Tales | Journeys |
| Role Play | Home Corner Dressing up | Halloween Christmas Grotto | Doctor/Hospital | Garden Centre | Fairy Tale Castle | Travel Agent |
| Communication and Language | <p>These core subjects are crucial for all areas of learning. They are sometimes taught explicitly* as whole class learning, but most often through play, high quality learning environment and skilful teacher interactions. Please see Development Matters 30-50 months for objectives covered. *(e.g. routines and expectations, sharing Nursery routines, speaking in front of the class with sentence starters, Talking Teddy, friendships, hygiene, healthy eating, fine and gross motor physical warm ups, dough disco, Sports Day, Forest School, transition to Reception)</p> | | | | | |
| Physical Development | | | | | | |
| Personal Social and Emotional Development | | | | | | |
| Literacy reading | <p>Phase 1 phonics Environmental sounds, instruments, Rhyming stories and songs (all year) Daily story times (all year)</p> | <p>Phase 1 phonics Talking about stories heard Sharing favourite stories Parent helpers read to small groups (all year) Library books go home (all year) Name recognition (all year)</p> | <p>Phase 1 Phonics Phase 2 (initial sounds introduced via Jolly Phonics songs and actions) Talking about characters and plots in stories Acting out stories via role play, puppets, masks Non-fiction – learn about different essential services</p> | <p>Phase 1 Phonics Phase 2 (initial sounds introduced via Jolly Phonics songs and actions) Describing characters, plots and settings in stories Favourite parts of stories Non-fiction – life cycles, how plants grow, how we grow</p> | <p>Phase 1 Phonics Phase 2 (initial sounds introduced via Jolly Phonics songs and actions) Introduce well known tales..."once upon a time".."happily ever after" "the end" Retelling stories Story mapping</p> | <p>Phase 1 Phonics Phase 2 (initial sounds introduced via Jolly Phonics songs and actions) Retelling stories, Role play – hot seat Non-fiction ...journeys, trains, cars, planes When have we used transport</p> |

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| Literacy writing | <p>Busy fingers (all year) Dough disco Mark making across all areas Chalking outside</p> | <p>Busy fingers (all year) Dough disco Fine motor activities/tracing Story telling and talking in small groups Letters to Santa (using cut and stick) Chalking outside Christmas cards</p> | <p>Busy fingers (all year) Dough disco Fine motor activities/tracing Name recognition and tracing Choosing parts of stories to talk about, annotated by adult Thank you letters to PWHU visitors</p> | <p>Busy fingers (all year) Dough disco Fine motor activities/tracing Name recognition /tracing/ writing Drawing and captioning/ annotating parts of stories Describing and drawing growth</p> | <p>Busy fingers (all year) Dough disco Fine motor activities/tracing Name recognition /tracing/ writing Listening to, retelling parts and drawing parts of stories. Label, caption, annotate</p> | <p>Busy fingers (all year) Dough disco Fine motor activities/tracing Name recognition and tracing Draw and describe stories, journeys, caption, annotate Name writing</p> |
| Maths | <p>Uses 2D shapes Singing number songs Counting claps at Registration Recites number names Talks about “more and a lot” Problem solving – puzzles, games</p> | <p>Names 2D shapes (Christmas decorations) Says some number names in sequence Uses construction to build and create Design and build with blocks, junk modelling, lego</p> | <p>Make construction with 2D shapes and blocks and describe simple features Sees numbers in environment Begins to match numerals to qty Uses number names in play Recites numbers to 10 Counts backwards in a group from 10 to 0</p> | <p>Describes positions and uses language Compares sizes – big, small, tall, short Counts accurately to 10 Compares and begins to estimate groups Can distinguish groups with more and less Orders items by height, length</p> | <p>Counting and matching numbers 10 Counting accurately beyond 10 Compares differences between shapes and sizes Begins to use ordinal numbers Begins to write numbers Compare capacity and weight in practical activities</p> | <p>Counts accurately Can respond to maths problems, ie give me 5 yellow and 3 red – how many Begins to link 2D and 3D shapes – can talk and describe Begin to be able to estimate and check by counting</p> |
| Understanding the world | <p>Self registration Class rules and routines</p> | <p>Managing own needs – toilet, coat, shoes, wellies Celebrations: Bonfire Night</p> | <p>Chinese New Year Valentine’s New Year promises</p> | <p>Easter Spring Walk Looking at growth and decay outside Planting seeds</p> | <p>Goldilocks & 3 bears – their feelings</p> | <p>Summer Walk How has the garden changed since Autumn</p> |

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| | <p>Understanding who we are and where we live Sharing and taking turns Making friends Being a good friend Autumn Walk</p> | <p>Diwali Hanukah Christmas New Year 2 Paint picture IWB Interactive games on IWB Birthdays Family celebrations – christenings, parties, weddings, births</p> | <p>Talking about special times and events in family Learns about different occupations Winter walk – look at change in seasons Cold/snow/rain Exploring puddles Experimenting with ice outside How can we make ice inside? Science Week</p> | <p>Digging soil How do plants grow? How have I grown? Looking at similarities and differences Cooking and baking Watching daffodils grow and open up</p> | <p>Growing Jack's bean and watching it grow Use Giant's (big) clothes to feel the difference between big and small Making mud pies, mud porridge, real porridge for the 3 bears</p> | <p>Looking at summer flowers and plants How is the ground different? How to keep safe in the sun Sorting appropriate clothing for the 4 seasons we've experienced in Nursery</p> |
| Expressive arts and design | <p>Leaf printing Leaf hedgehogs Painting my family Using scissors Hand print painting Daily dancing – espresso Dough disco</p> | <p>Rangoli patterns Diwa lamps Christmas cards, letters and decorations, Firework paintings (splatter paintings) Using clay Junk modelling Christmas wrapping Using musical instruments</p> | <p>Making PWHU hats and helmets Role play different services Chinese painting and writing Using chopsticks to mix paint Coloured rice</p> | <p>Easter cards Mixing paints Making potions Drawing and painting daffodils Making sounds using own body Making shakers</p> | <p>Junk modelling – giant's castle 3 pigs houses using straw, sticks, bricks Role play Goldilocks, 3 pigs, Jack & Beanstalk outside</p> | <p>Junk modelling – making transport ..car, plane, train Going on journey in outdoor garden Making tickets and booking trips and holidays</p> |