

## Whole School Curriculum Map EYFS for Nursery

### Predicted Themes and Interests – (Will be adapted to meet the needs and interests of the children)

	<u>Autumn 1<sup>st</sup> half</u>	<u>Autumn 2<sup>nd</sup> half</u>	<u>Spring 1<sup>st</sup> half</u>	<u>Spring 2<sup>nd</sup> half</u>	<u>Summer 1<sup>st</sup> half</u>	<u>Summer 2<sup>nd</sup> half</u>
<b><u>Predicted Interests</u></b>	Autumn/Marvellous Me	People Who Help Us	Traditional Tales	Farm Animals, Planting and Growing	Dinosaurs and Crazy Critters	Under the Sea and Blackpool
<b><u>Buy In</u></b>	Listening Walk/Autumn walk Nursery Rhyme Challenge	Visits from Emergency Services	Traditional Tale Tea Party. The GBM has gone missing.	Observe the ducklings hatch and grow. Build a home for the ducklings and care for them.	Raise Butterflies Travel back in time in Andy's Dinosaur Time Machine	Trip to Blackpool Sea Life Centre and beach.
<b><u>Celebration</u></b>	Harvest Festival	Christmas and Diwali Christmas Sing-Along	Chinese New Year	Strove Tuesday and Easter	Father's Day	End of year celebration of all we have achieved.
<b><u>Focus Texts</u></b>	All Kinds of People and My Many Coloured Days	Busy People: Fire Fighter and other stories. Thee Christmas story.	The Gingerbread Man And other Traditional Tales	The Ugly Duckling	The Hungry Caterpillar	Commotion in the Ocean
<b><u>Communication and Language</u></b>	Develop listening and attention, understanding and language skills at different times and places in class. Take turns to speak and listen. Use appropriate manners, turn taking etc. Learn one another's names. Talk for a specific purpose. Use appropriate vocab in the context of play and activities. Ask and answers questions. Explain ideas.	Demonstrates listening by trying to join in with actions or vocalisations. Shows interest in play with sounds, songs and rhymes. Listens with interest to the noises adults make when they read stories. Identifies action words by pointing to the right picture, Responds to simple instructions. Holds a conversation. Ask and answers questions. Explain ideas.	Listens to rhythmic patterns in rhymes and stories. Shows interest in play with sounds, songs and rhymes. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands simple sentences. Understands 'who', 'what', 'where' in simple questions. Developing understanding of concepts (e.g. big/little). Ask simple questions. Uses a variety of questions (e.g. what, where, who). Uses language as a powerful means of	Can shift to a different task if attention fully obtained. Listens to stories with increasing attention and recall. Understands the use of objects (e.g. 'What do we use to cut things?') Shows understanding of prepositions. Can retell a past event in the correct order. Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind'. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Listens to stories with increasing attention and recall. Is able to follow directions. Beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people. Builds up vocabulary.

			widening contacts, sharing feelings, experiences and thoughts.			
<b><u>Physical Development</u></b>	Ind in self-care. Awareness of bladder and bowel urges. Communicates their need for potty or toilet. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Climbs confidently and is beginning to pull themselves up on nursery equipment. Runs safely on whole foot. Makes connections between the marks they make. Beginning to balance blocks to build.	Squats with steadiness and rises to feet without using hands. Can kick a large ball. May be beginning to show preference for dominant hand. Shows a desire to help with dressing/undressing and hygiene routines. Feeds self competently with spoon. Drinks well without spilling. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.	Makes connections between their movement and the marks. Shows control in holding books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Can copy some letters from name. Imitates drawing simple shapes such as circles and lines. Draws circles using gross motor movements. Uses one-handed tools and equipment. Beginning to be independent in self-care. Can tell adults when hungry or tired or when they want to rest or play. Climbs confidently.	Use climbing equipment. Moves freely and with confidence. Mounts stairs and steps. Can kick a large ball. Can catch a ball. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Beginning to recognise danger and seeks support. Dresses with help.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Moves freely and with pleasure and confidence in a range of ways. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children. Holds pencil near point between first two finger with good control. Begins to form recognisable letters. Uses one-handed tools and equipment safely. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

To develop children's fine and gross motor skills; this will be promoted through continuous provision and purposeful activities indoor and outdoor. Encourage and develop independence in children's self-care. Teach pencil control, hand and eye co-ordination and pincer grip 'nippy fingers'. Teach scissor skills. Children's gross motor skills will be developed through Fundamental Skills and PE.

<b><u>PSED</u></b>	Moving on and settling in. New beginnings. Separate from main carer with support. Play alongside others-getting to know one another and making friends. Explores new environment. Express own preferences and interest. Responds to a few appropriate boundaries and understands. Share resources. Express feelings-happy/sad.	Plays cooperatively. Seeks out others to share experiences. Gradually able to engage in pretend play with toys. Expresses own preferences and interests. Can select and use activities and resources with help. Welcomes and values praise. Begins to learn that some things are theirs, some things are shared.	Shows affection and concern for people. Form special friendships. Enjoys responsibility. Responds to the feelings and wishes of others. Tries to help and give comfort when others are distressed. Aware that some actions can hurt others.	Initiates play, offering cues to peers to join them. Can play in a group, extending and elaborating play ideas. Shows confidence in asking adults for help. Can inhabit own actions. Begins to accept the needs of others and take turns and share resources, sometimes with support.	Initiates play, offering cues to peers to join them. Keeps play going by responding to what others. Confident to talk to other children when playing. Begins to accept the needs of others and can take turns and Share.	Initiates conversation and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Can usually tolerate delay when needs are not immediately met. Can usually adapt behaviour to different events, social situations and changes in routine.
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		Seeks comfort from familiar adults. Growing ability to distract self when upset.				
School Values, rules, routines, boundaries and expectations will continually be a focus for the children during their time in nursery. These will be reinforced continually and built upon.						
<b><u>Literacy</u></b>	Encourage mark making activities in independent play. Distinguish between the different marks they make. Interested in books. Have some favourite stories, rhymes or songs.  Phase 1 Phonics Sounds around them and develop children's listening skills.	Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.  Distinguishes between the different marks they make.  Phase 1 Phonics Awareness of sounds made by various instruments.	Shows awareness of rhyme and alliteration. Listens to and enjoys in with stories and poems, one-to-one and also in small groups. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint.  Phase 1 Phonics Develop children's awareness of sounds and rhythms.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.  Phase 1 Phonics Develop children's appreciation and experiences of rhythm and rhyme in speech.	Beginning to be aware of the way stories are structured. Suggests how the story might end. Recognises familiar words and signs such as own name. Holds books the correct way up and turns pages. Shows awareness of rhyme and alliteration. Ascribes meanings to marks that they see in different places.  Phase 1 Phonics Focus is on initial sounds of words.	Continues a rhyming string. Hears and says the initial sound in words.  Ascribes meanings to marks that they see in different places. Writes own name.  Phase 1 Phonics Oral blending and segmenting.
<b><u>Maths</u></b>	Says some counting words randomly. Recites some number names in sequence. Selects a small number of objects from a group when asked. Beginning to organise and categorise objects. Attempts sometimes successfully, to fit shapes into spaces on inset boards and jigsaws. Associates a sequence of actions with daily routines. Filling and emptying containers.	Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size. Uses blocks to create their own simple structures and arrangements.	Creates and experiments with symbols and marks representing ideas of number. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set.	Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in numerals in the environment. Shows an interest in number problems. Uses positional language. Shows awareness of similarities of shapes in the environment.	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Uses shapes appropriately for tasks.	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts up to three or four objects by saying one number name for each item. Shows an interest in representing numbers.  Beginning to talk about the shapes of everyday objects,

	Beginning to notice shapes and patterns.		<p>Uses some number names accurately in play.</p> <p>Understands some talk about immediate past and future.</p> <p>Anticipates special time-based events such as mealtimes or home time.</p> <p>Categorise objects according to properties such a shape and size.</p> <p>Use the language of size.</p> <p>Shows an interest in shape by playing with shapes.</p>			<p>e.g. 'round' and 'tall'.</p> <p>Selects a particular named shape.</p>
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Number of the week- focusing on a number each week. What it is worth? What does it look like? Where does it sit on the number line? How can we make it? What comes before/after it? Can we recognise this number in the environment?

<b><u>Understanding the World</u></b>	<p>Enjoys pictures and stories of themselves and family and has a sense of own immediate relations. How are we different? Similarities and differences. Talk about their friends. Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses torches.</p> <p>Knows that information can be retrieved from computers</p>	<p>Beginning to have their own friends.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Talks about how things happen and how things work.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and remote control cars.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things.</p> <p>Shows interest in the lives of people that are familiar to them.</p> <p>Able to use the tools on big interactive board.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Shows care and concern for living things and the environment.</p> <p>Completes a simple program on a computer.</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Completes a simple program on a computer.</p>
<b><u>Expressive Arts and Design</u></b>	<p>Joins in singing rhymes and songs. Expresses self through physical action and sound. Beginning to make believe. Experiments with blocks, colours and marks.</p>	<p>Shows an interest in the way musical instruments sound. Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.</p>	<p>Describe the texture of things.</p> <p>Joins in with singing, dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Experiments with blocks, colours and marks.</p> <p>To make believe by pretending.</p> <p>To engage in role play</p> <p>To construct, stacking blocks vertically and</p>	<p>Begin to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p>	<p>Uses available resources to create props to support role-play.</p> <p>Captures experiences and responses with a range of media.</p> <p>Realises tools can be used for a purpose.</p> <p>Understands that different media can be combined to create new effects.</p>	<p>Explores colour and how colours can be changed.</p> <p>Explores what happens when they mix colours.</p>

			<p>horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p>			
<p>Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments indoor and outdoor and have access to a creative area where they can draw, paint and make pictures and 3D models. Opportunities for experiences of different kinds of music are built into the daily routine through rhyme, song, dance and through PE sessions.</p>						