# EYFS Curriculum Map

# Nursery

| | Autumn 1<br>New Beginnings<br>7.3 weeks | Autumn 2<br>Into the Woods<br>7 weeks | Spring 1<br>Winter<br>6 weeks | Spring 2<br>Healthy Me!<br>4 weeks | Summer 1<br>A short journey<br>6 weeks | Summer 2<br>Seaside<br>7 weeks |
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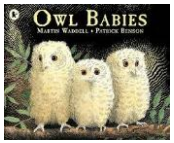
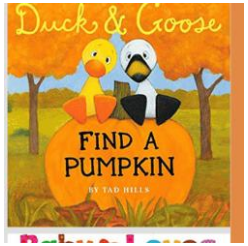
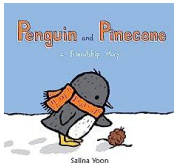
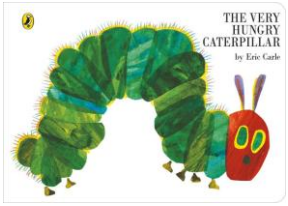
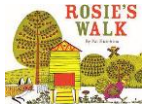
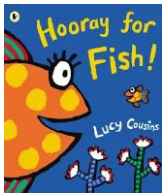
| **Term Focus** | **Listening, Attention and Understanding**<br><br>Listens with interest when adults read stories. | **Listening, Attention and Speaking**<br><br>Join in with repeated refrains/phrases in rhymes and songs | **Communication and Understanding** | **Story Structure and Rhyme**<br><br>Join in with repeated refrains/phrases | **Story Structure and Key Repetitive Phrases**<br><br>Join in with repeated refrains/phrases | **Developing Language and Understanding**<br><br>Matching and Labels |
| **Overarching Topics & Suggested Texts (Literacy)** | All about me: What is a family<br><br>Routines and settling<br>**Transition**<br>Knock, knock book<br><br>**C&L Focus**<br>Owl Babies<br>  <br><br>**Families**<br>***Com and Lang/Speaking and Listening***<br>Monkey Puzzle | The Changing World around me<br><br>**Duck and Goose Find a Pumpkin**<br>Prepositions - Understanding<br>  | Winter and Polar animals<br><br>**UOW/Settings**<br>**(1.5 weeks)**<br>Polar Bear. Polar bear what do you see?<br><br>**(1.5 weeks)**<br>Penguin and Pinecone<br>  <br>***(Linked Texts)***<br><br>**(2 Weeks)**<br>**Canon Traditional Tale: Goldilocks and the Three Bears** | Healthy Me and Growth<br><br>**UOW/Natural World**<br>**(1.5 Weeks)**<br>**Minibeasts & Life Cycle of Caterpillar**<br>Hungry Caterpillar<br>  <br><br>**(1.5 Weeks)**<br>Handas Surprise<br><br>**Story Structure and Characters** | Journeys<br><br>**(2 weeks)**<br>Bear Hunt<br> <br>***(Linked Texts)***<br>***Rosie's Walk***<br>  <br>***(2 weeks)***<br>*The Train Ride*<br><br>***(Linked Texts)***<br>***Bunnies on the Bus***<br>***The Bus is for Us!*** | Under the Sea<br><br>**(2 Weeks)**<br>Hooray for Fish!<br>  <br><br>***(Linked Texts)***<br>***The Tree little fish and the big bad shark***<br>***The Rainbox Fish***<br>***Barry the Fish with Fingers*** |

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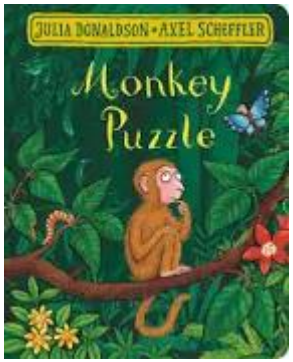
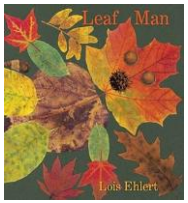
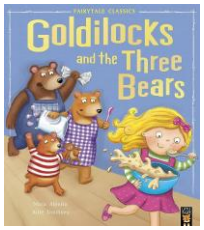
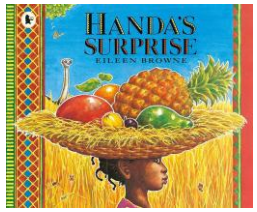
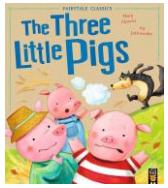
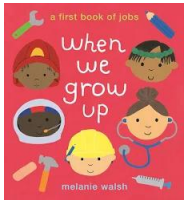
| |  <br>***Linked Texts***<br>***(Linked Texts)***<br>*Homes - Carson Ellis*<br>*You Choose - Fairytale houses* |  <br>**(3 Weeks)**<br>**Canon Traditional Tale:**<br>**The Gingerbread Man**<br> <br>**The Christmas Story**<br> <br>***Linked Text***<br>Goodbye Summer, Hello Autumn, Goodbye Autumn Hello Winter |  <br>***(Linked Texts)***<br>Chinese New Year |  <br>***(Linked Texts)***<br>Colin and Lee Carrot and pea<br>Daisy Eat your Peas<br>Olivers Vegetables<br>**Easter**<br>**(1 week)**<br>The story of Jesus at Easter. | <br>**(2 Weeks)**<br>**Canon Traditional Tale:**<br>**The Three Little Pigs**<br>  <br>***(Linked Texts)***<br>- | <br>**People Who Help Me**<br>**(3 Weeks)**<br>**A Superhero Like You**<br> <br>***(Linked Texts)***<br>***When we grow up***<br>***Non-Fiction Texts***<br>  |

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| **Special Experiences** (Pastoral Peaks and more…) | Autumnal 'Walk' to collect leaves and sticks - looking at the surrounding area<br><br>Pictures from home - themselves and key people in their family | Welly Walk-Investigating Autumn<br><br>-Make gingerbread biscuits/house<br>-Christmas<br>-The Nativity<br><br>Outdoor walk to post box/ office with Christmas cards<br><br>**Other Links;**<br>Bonfire Night<br>Diwali<br>Birthdays<br>Advent/ Christmas | World Book Day<br><br>Valentines Day<br><br>Chinese New Year celebration | Tasting vegetables and fruit<br><br>Growing plants<br><br>Press wild flowers<br><br>Easter story<br><br>Mother's Day | Trip on a bus/Train<br><br>Trip to the local park for a picnic<br><br>Visit to the church | Sports Day<br><br>Father's Day<br><br>Visits from Firefighter/Doctor/Nurse/ Police |
| **PE** (PE passport) | Fundamental Movement Skills | FMS- How to Catch a Star | FMS- Rumble in the Jungle | FMS- Hungry Caterpillar | Dance- Gruffalo Theme | FMS- Elmer |
| **UTW** Past and Present (History) | Photographs as a baby - comparison to now<br><br>• Begin to make sense of their own life-story and family's history. | • Explore how things work. | Remembers and talks about significant events in their own lives. | • Know events from their own families life story. | • Interested in finding out how things work.<br>• Old transport/trains (black and white pictures) | • Comment on images of familiar situations in the past. |

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| **UTW** People Culture & Communities (RE) | To know that we are all a part of God's family<br>• Talk about their family and people who are important to them. | To know that Jesus came for the whole world | To know that Jesus wants us to care for everyone<br>• Recognises similarities and differences between themselves and others. | To know we care for others in Lent | I know that Jesus went back to his Father | • Show interest in different occupations e.g. a farmer, vet.<br>]Continue developing positive attitudes about the differences between people. |
| **UTW** The Natural World (Science) | • Explores the texture of different materials e.g. squeezes whole hand to explore paint, clay, sand, gloop | • Explore collections of materials with similar and/or different properties e.g. contrasting pieces of barks / different seeds/ leaves/ types of rocks/ shells/ pebbles. | • Talk about what they see, using a wide vocabulary e.g. ice melting, food cooking, sinking and floating materials.<br>• Explore collections of materials with similar and/or different properties e.g. shiny / not shiny | • Plant seeds and care for growing plants.<br>• Begin to understand the need to respect and care for the natural environment and all living things.<br>• Understands the key features of the life cycle of a plant / animals. | • Explore collections of materials with similar and/or different properties e.g. shiny / not shiny | • Explore and talk about different forces they can feel e.g. water pushing . elastic band stretching, magnetism. |
| **UTW** The Natural World (Geography) | Changes in seasons - Autumn<br>• Explore and talk about natural things going on around them e.g. notice the weather. | Changes in seasons - Autumn to Winter | Changes in seasons- winter | Changes in seasons- spring<br>Develop an understanding of growth, decay and changes over time. | Journey and places - observing local environment and key features (park, lake) | Changes in seasons- Summer |

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| **EAD**<br>Creating with Materials (DT) | **Make a nest with natural resources**<br>• Begins to construct to build and balance | **Bake Gingerbread**<br>**Making a Gingerbread House** | **Making Porridge**<br>• Use all their senses in hands-on exploration of natural materials. | **Vegetable tasting and making soup**<br>Make healthy choices | **Making trains using boxes - collaborative**<br>Transport/ construction play e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces<br>• Enjoys playing with small models such as trains, a garage or a train track. | **Making a sandwich for a picnic**<br>Managing Self - Make healthy choices about food, drink, activity and toothbrushing. |

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| **EAD**<br>Creating with materials<br>Being Imaginative & Expressive<br>(Art) | **Houses Art and Making**<br>• Create pictures using paint and other media<br>• | **Fireworks**<br> <br>• Make simple models to express their ideas.<br>• Explores colour and how colour can be changed<br>Create pictures using paint and other media.Explores colour and how it can be changed.Use drawing to represent ideas like movement or loud noises.<br>**Go on a woodland walk to collect natural materials**-form the leaf man | **Chinese New Year crafts**<br>Use a range of materials to create different textures.<br>Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding | **Printing with fruit and vegetables**<br> <br>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>Printing with fruit and vegetables<br>**Easter Story**<br>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | **Transport- making a map**<br>create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br>• Use drawing to represent ideas like movement or loud noises. | **Sea creature art**<br>Practise artist's techniques<br>Develop own ideas & decide which materials to use to express themselves<br>**Natural Art**<br>Join different materials & explore different textures<br>Handling, feeling, enjoying and manipulating materials |

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| **EAD**<br>Being Imaginative & Expressive (Music) | Nursery rhymes and songs (ongoing)<br>• Enjoy and take part in songs.<br>• Enjoy taking part in pretend play. | Nativity & Christmas Performance in front of parents | | Our World/Easter | Big Bear Funk | Reflect, Rewind and Replay |
| **Technology**<br>(Computing) | Using torches and den building | Nativity scene maker (ipad/whiteboard) | | Use basic apps to paint simple pictures. | Beebots – journeys Directions | Use basic apps to paint simple pictures. |