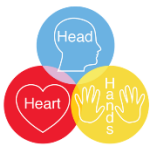


**Everyone Welcome**  
**Autumn 1**

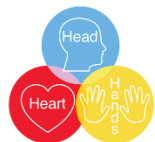
**Intent:** The EYFS is a crucial time in a child's life as it is the beginning of their understanding of themselves and the world. It is the time when their curiosity and fascination being, and it is vital that these attributes are encouraged and developed so that every child loves to learn, values the importance of life-long learning and is self-assured, confident and resilient to do so. Children begin their school journey by exploring what's special about them and how they can be the best they can be. A love of learning begins here as children explore and become independent learners, developing skills to form positive relationships. During this half term baseline is completed.

<b>Topics</b>	<b>Key Dates:</b>	<b>Parental Involvement:</b>
<ul style="list-style-type: none"> <li>Families</li> <li>Superheroes</li> <li>Autumn/Harvest</li> </ul>	Harvest donation – 29 <sup>th</sup> September Police/ Firefighters/ Paramedics visit? Visits from parents re: jobs	

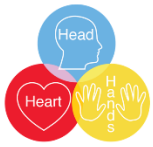
<u>Curriculum Area</u>	<u>Focus (including book focus)</u>	<u>Crucial Knowledge</u>	<u>Development Matters</u>	<u>Key vocab</u>
Communication and Interaction (C&I)	Myself and my family  Settling in activities, learning to make friends. Encouraging children to talk about experiences that are familiar to them. Model talk routines throughout the day e.g. it is snack time, I have juicy apple.	Talking about myself  Following instructions  Listening and joining in with rhymes, songs and stories	Listen and respond to a simple instruction. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Name Age Likes/ Dislikes Older Younger Shorter Taller
Personal & Social Development (PSED)	Feelings  Colour Monster	I can feel sad and happy	Establish their sense of self Find ways of managing transitions, for example from their parent to their key person. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions.	Feelings Sad Happy Angry Scared Worried
Physical Development (PD)	Long term plan	Healthy choices	Make healthy choices about food, activity	



			<p>Opportunities for settling in. Children use different areas of the school. Begin to understand and follow rules.</p> <p>Lots of opportunities for children to move in different ways e.g walk, skip, jump, giant steps, slide, crawl, hop, run, roll, walk over benches, crawl through tunnels, over and under</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Parachute games</p> <p>Ring games</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	
Literacy (L)	<p>Books</p> <p>0: The Black Dog (whole school)</p> <p>1: All about Families</p> <p>2: The Invisible String</p> <p>3: Supertato / Harvest</p> <p>4: There's a superhero in your book</p> <p>5: A superhero like you</p> <p>6: The leaf thief</p> <p>7: Leaf Hunt</p>	<p>Listening to rhymes, songs and stories- singing nursery rhymes</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy listening to longer stories and can remember much of what happens. Enjoy songs and rhymes, tuning in and paying attention</p>	



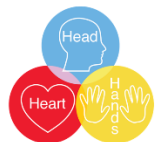
	<p>Mark making- circles and lines</p> <p>Little Wandle – Foundations for Phonics</p>		<p>Enjoy sharing books with an adult</p> <p>Repeat words and phrases from familiar stories</p>	
Maths (M)	<p>Baseline</p> <p>Maths Long term plan</p>	<p>Number songs</p> <p>Colours</p> <p>Match</p> <p>Sort</p>	<p>Take part in finger rhymes with numbers</p>	<p>Colours</p> <p>Same</p> <p>Different</p> <p>Sort</p> <p>Size, shape</p> <p>Match</p>
Understanding of the World (UTW)	<p>Family</p> <p>Farming</p> <p>Seasons</p>	<p>Talking about my family and extended family</p> <p>Similarities and differences between people</p> <p>Significant celebrations - birthdays</p> <p>Name and describe common fruit and vegetables – know that fruit and vegetables come from the soil or plants</p> <p>Talk about farming equipment (tractors, combine harvesters)</p> <p>Changing seasons – Autumn – identify suitable clothing</p>	<p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Make healthy choices about food</p>	<p>Mum/dad</p> <p>Brother/sister</p> <p>Auntie/ Uncle</p> <p>Cousins</p> <p>Nana/ Grandad</p> <p>Birthdays</p>
Expressive Arts and Design (EAD)	<p>Role-play</p> <p>Self-portraits</p> <p>Painting</p>	<p>Role-playing the stories</p> <p>Joining in with rhymes, songs</p> <p>Self-portraits</p> <p>Colour – recognise colours/ choose colours for a purpose</p> <p>Can use thick paint brushes</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop play around favourite stories using props</p> <p>Explore a range of sound-makers and instruments and</p>	



# EYFS (Nursery) Curriculum Map 2023-24

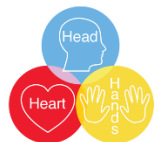


			<p>play them in different ways Enjoy and take part in action songs Enjoy drawing freely Add some marks to their drawings, which they give meaning to. Start to make marks intentionally</p>	
--	--	--	---	--

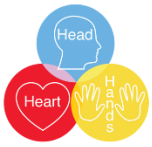


**Let's Celebrate**  
**Autumn 2**

<b><u>Topics</u></b>		<b><u>Key Dates:</u></b>		<b><u>Parental Involvement:</u></b>	
<ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Traditional tales</li> <li>• Winter/ Christmas</li> </ul>		<p>Christmas shows</p>		<p>Parents evening Parents to read traditional tales – mystery readers</p>	
<b><u>Curriculum Area</u></b>	<b><u>Focus (including book focus)</u></b>	<b><u>Crucial Knowledge</u></b>	<b><u>Development Matters</u></b>	<b><u>Key vocab</u></b>	
Communication and Interaction (C&I)	Develop vocabulary Sequencing stories (not always in order), talking about characters in stories. Encouraging and modelling the use of vocabulary heard in stories. Respond to questions and instructions directed to them	Road safety – must hold hands with an adult near the road, stranger danger awareness	Use a wider range of vocabulary.		
Personal & Social Development (PSED)	Friendship  Celebrations – Diwali, Remembrance day, Nativity	Friendships – being kind  Discuss behaviours – kind/ unkind  I can tell you one way I am special and unique	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on Develop friendships with other children Play with one or more other children, extending and elaborating play ideas.	Kind Unkind Friends Behavior	
Physical Development (PD)	Long term plan	Healthy choices	Lots of opportunities for children to move in different ways e.g walk, skip, jump, giant steps, slide, crawl, hop, run, roll, walk over benches, crawl through tunnels, over and under  Use large-muscle movements to wave flags and streamers,		



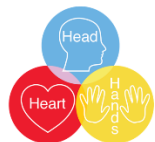
			<p>paint and make marks.</p> <p>Parachute games</p> <p>Ring games</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	
Literacy (L)	<p>Books</p> <p>1. Diwali – Rama and Sita / Remembrance Day</p> <p>2. Three Little Pigs</p> <p>3. Goldilocks and Three Bears</p> <p>4. Little Red Riding Hood</p> <p>5. Nativity</p> <p>6. One Snowy Night</p> <p>7. Jolly Postman Christmas</p> <p>Mark making- copying shapes</p> <p>Little Wandle – Foundations for Phonics</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes</p> <p>Simple Christmas/ Nativity story – Baby Jesus</p> <p>Sharing stories and poems</p> <p>Learning nursery rhymes and action rhymes</p> <p>Tuning into sounds</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Enjoy sharing books with an adult</p> <p>Repeat words and phrases from familiar stories</p>	<p>Christmas Nativity</p> <p>Jesus</p> <p>Mary</p> <p>Joseph</p> <p>Stables</p> <p>Shepherds</p> <p>Kings</p> <p>Angels</p>
Maths (M)	<p>Maths Long term plan</p>	<p>Compare amounts</p> <p>Compare size, mass, capacity</p> <p>Simple patterns</p>	<p>React to changes of amount in a group of up to three items</p> <p>Compare amounts</p> <p>Compare sizes, weights</p> <p>Notice patterns and arrange things in patterns</p>	<p>Compare</p> <p>More, fewer, same</p> <p>Size</p> <p>Big, little, small, large</p> <p>Tall, short, long</p>
Understanding of the World (UTW)	<p>Guy Fawkes/ Bonfire</p> <p>Remembrance Day</p> <p>Winter</p>	<p>Comments on celebrations in their own life (Christmas)</p> <p>Introduction into Winter – it is cold, snow and ice come in winter</p> <p>Changing seasons – identify suitable</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Community Celebrate</p>



EYFS (Nursery) Curriculum Map 2023-24



		<p>clothing for different weather</p> <p>Things made of snow and ice – making ice melt, freeze</p>		
Expressive Arts and Design (EAD)	<p>School performance</p> <p>Painting</p>	<p>Christmas songs and performing</p> <p>Christmas cards and decorations</p> <p>Colour – recognise colours/ choose colours for a purpose</p> <p>Can use thick paint brushes</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Clap and stamp to music</p> <p>Explore a range of sound-makers and instruments and play them in different ways</p> <p>Enjoy and take part in action songs</p>	<p>Songs</p> <p>Singing</p> <p>Music</p> <p>Actions</p>



**Out of this World!**

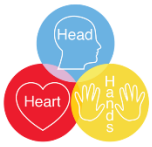
**Spring 1**

**Intent:** The children build on their previous learning to explore more about the environment around them and the changes they may see. This further develops their confidence and interest in learning.

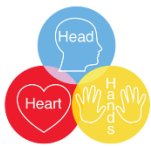
<b><u>Topics:</u></b> • Space • Dinosaurs	<b><u>Key Dates:</u></b> National Storytelling Week – 30 <sup>th</sup> January-6 <sup>th</sup> February	<b><u>Parental Involvement:</u></b> Bedtime stories – Space Come Learn With Me morning
---	---	--

<u>Curriculum Area</u>	<u>Focus (including book focus)</u>	<u>Crucial Knowledge</u>	<u>Development Matters</u>	<u>Key vocab</u>
Communication and Interaction (C&I)	<p>Christmas experiences</p> <p>New Year</p> <p>Hears and uses new vocabulary from stories, rhymes and poems. Joins in with familiar rhymes and stories Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Retelling experiences from Christmas</p> <p>New Year</p>	Use a wider range of vocabulary.	
Personal & Social Development (PSED)	New Year – setting goals	<p>Recap routines</p> <p>Classroom expectations- making good choices and following routines</p> <p>I can set a goal and work towards it</p> <p>I can feel proud when I achieve a goal</p>	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	
Physical Development (PD)	Long term plan	Healthy choices	<p>Show attention to sounds and music.</p> <p>Move and dance to music.</p> <p>Use large-muscle movements to wave flags and streamers to music.</p> <p>Increasingly be able to use and remember</p>	



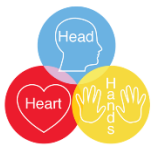


			sequences and patterns of movements which are related to music and rhythm.	
Literacy (L)	<p>Books</p> <ol style="list-style-type: none"> <li>1. Aliens love underpants</li> <li>2. Space (non-fiction)</li> <li>3. Harry and the bucketful of dinosaurs</li> <li>4. How to look after your dinosaur</li> <li>5. Dinosaurs (non-fiction)</li> </ol> <p>Mark making-adding detail</p> <p>Little Wandle – Foundations for Phonics</p>	<p>Print has meaning and different purposes</p> <p>Some are stories, some give us information</p> <p>Sharing stories and poems</p> <p>Learning nursery rhymes and action rhymes</p> <p>Tuning into sounds</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand the concept about print – print has meaning, can have different purposes</p>	
Maths (M)	<p>Maths Long term plan</p>	<p>Number 1 and 2</p> <p>Weight</p>	<p>React to changes of amount in a group of up to three items</p>	<p>Number</p> <p>Subitise</p> <p>Count</p> <p>Weight</p> <p>Heavy</p> <p>Light</p> <p>Balance</p>
Understanding of the World (UTW)	<p>Space</p> <p>Dinosaurs</p>	<p>Planets</p> <p>Dinosaurs lived a long time ago</p>	<p>Explore natural materials, indoors and outside</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Talk about what they see, using a wide vocabulary</p>	
Expressive Arts and Design (EAD)	<p>Patterns and prints</p> <p>Drawing</p>	<p>Space arts and crafts</p> <p>Dinosaur patterns and prints</p> <p>Draws potato people/simple things from memory</p>		

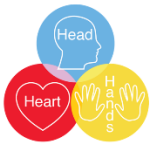


**All things great and small**  
**Spring 2**

<b><u>Topics:</u></b> <ul style="list-style-type: none"> <li>• Spring life/ Growing</li> <li>• Book Week</li> <li>• In the pond – Ducks and Frogs</li> </ul>		<b><u>Key Dates:</u></b> World Book Day -7 <sup>th</sup> March Mother's Day – 10 <sup>th</sup> March Easter Bonnet Parade – 22 <sup>nd</sup> March  Frog Spawn in classroom		<b><u>Parental Involvement:</u></b> Parents evening Mother's Day Craft morning	
<b><u>Curriculum Area</u></b>	<b><u>Focus (including book focus)</u></b>	<b><u>Crucial Knowledge</u></b>	<b><u>Development Matters</u></b>	<b><u>Key vocab</u></b>	
Communication and Interaction (C&I)	Sequences stories/ events (not always in order) Identifies characters / settings/ events in stories Knows that print carries meaning and is read, in English, from left to right Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books. Joins in with familiar rhymes and stories.		Use a wider range of vocabulary.		
Personal & Social Development (PSED)	Feelings  Parts of the body	Feelings – happy, sad  I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'		
Physical Development (PD)	PE long term plan	Healthy choices	Go up steps and stairs  Climb up apparatus, using alternate feet.  Move along benches in different ways  Climb over equipment		



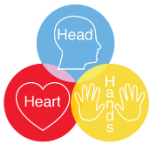
			<p>Jump off equipment and land safely</p> <p>Log roll</p> <p>Balancing different body parts</p>	
Literacy (L)	<p>Books</p> <ol style="list-style-type: none"> <li>1. Jasper's Beanstalk</li> <li>2. The Growing Story</li> <li>3. Book Week – children's favourites</li> <li>4. Kipper's Little Friends</li> <li>5. Oi Frog</li> </ol> <p>Mark making-make marks to represent letters</p> <p>Little Wandle – Foundations for Phonics</p>	<p>Introduction of the Easter story</p> <p>Some books are stories and some books give us information</p> <p>Sharing stories and poems</p> <p>Learning nursery rhymes and action rhymes</p> <p>Tuning into sounds</p> <p>Oral blending games</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Print has meaning and different purposes</p>	
Maths (M)	<p>Maths Long term plan</p>	<p>Number 3 and 4</p> <p>Length and height</p>	<p>React to changes of amount in a group of up to three items</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually</p>	<p>Represent</p> <p>Subitise</p> <p>Match</p> <p>Many</p> <p>Count</p> <p>Length – longer, shorter</p> <p>Height – taller, shorter</p> <p>Breadth – wider, narrower</p>
Understanding of the World (UTW)	<p>Animals and their young</p> <p>Growing</p> <p>Lifecycles</p>	<p>Describe farm animals and their young</p> <p>Jobs of a farmer</p> <p>Things that happen at the farm</p> <p>Growing seeds/beans – observe the process of change</p> <p>Lifecycle of a caterpillar/butterfly</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p>	



EYFS (Nursery) Curriculum Map 2023-24



		Respect and care for the environments – habitats  Changing seasons – Spring – identify suitable clothing		
Expressive Arts and Design (EAD)	Drawing	Easter nests – mixing, melting and creating  Small world role-play – farm  Draws potato people/simple things from memory	Begin to develop complex stories using small world equipment	



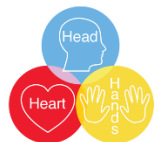
**Amazing Animals**

**Summer 1**

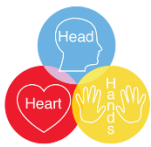
**Intent:** Children now embed their previous learning as they explore the world around them in different contexts. They consolidate the skills learned throughout the year ready for their transition into reception.

<b><u>Topics:</u></b> <ul style="list-style-type: none"><li>Animals from around the World</li><li>Traditional tales</li></ul>	<b><u>Key Dates:</u></b>	<b><u>Parental Involvement:</u></b>
---	--------------------------	-------------------------------------

<b><u>Curriculum Area</u></b>	<b><u>Focus (including book focus)</u></b>	<b><u>Crucial Knowledge</u></b>	<b><u>Development Matters</u></b>	<b><u>Key vocab</u></b>
Communication and Interaction (C&I)	Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories. Knows that print carries meaning and is read, in English, from left to right. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Hears initial sounds. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories.		Use a wider range of vocabulary.	
Personal & Social Development (PSED)				
Physical Development (PD)	Long term Plan	Healthy Choices	Continue to develop their movement  Introduce ball skills including rolling, throwing, throwing at a target (hoop, bucket), catching, bouncing, kicking	

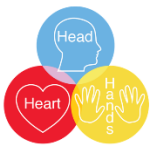


<p>Literacy (L)</p>	<p>Books            1. Handa's Surprise            2. Lost and Found            3. Snail and the Whale            4. The Ugly Duckling            5. 3 Billy Goats Gruff            6. Jack and the Beanstalk            7. Gingerbread man</p> <p>Mark making-name writing</p> <p>Little Wandle – Foundations for Phonics</p>	<p>Rhyming</p> <p>Sharing stories and poems            Learning nursery rhymes and action rhymes            Tuning into sounds            Oral blending games</p>	<p>Enjoy listening to longer stories and can remember much of what happens.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story.            Develop their phonological awareness, so that they can, spot and suggest rhymes</p>	
<p>Maths (M)</p>	<p>Maths Long term plan</p>	<p>Number 5</p> <p>One more, one less</p> <p>Shapes</p>	<p>React to changes of amount in a group of up to three items            Show finger numbers up to 5            Link numerals and amounts            Talk about and explore shapes</p>	<p>Count            Number            Forwards/            backwards            Five frame            More            Less            Shape            Straight            Flat            Round            Curved            Edge</p>
<p>Understanding of the World (UTW)</p>	<p>Animals            Countries – the world, England</p>	<p>Animals – polar bear – lives on the land and near the sea, eats fish from the sea/ panda bear – live in China, eats bamboo</p>	<p>Know that there are different countries in the world</p>	
<p>Expressive Arts and Design (EAD)</p>	<p>Junk modelling            Patterns and Prints</p>	<p>Animal arts and crafts            Animal patterns and prints            Junk modelling of different animals</p>		



**Summertime**  
**Summer 2**

<b><u>Topics:</u></b>		<b><u>Key Dates:</u></b>		<b><u>Parental Involvement:</u></b>	
<ul style="list-style-type: none"> <li>• Summer</li> <li>• Disney</li> <li>• Spectacular Sports</li> </ul>		Father's Day – 16 <sup>th</sup> June Sports Day Olympics – 26 <sup>th</sup> July		Parents evening Prince and Princess Dance Ball Family Picnic	
<b><u>Curriculum Area</u></b>	<b><u>Focus (including book focus)</u></b>	<b><u>Crucial Knowledge</u></b>	<b><u>Development Matters</u></b>	<b><u>Key vocab</u></b>	
Communication and Interaction (C&I)	Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories. Knows that print carries meaning and is read, in English, from left to right. Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books. Hears initial sounds. Joins in with familiar rhymes and stories. Begins to predict what might happen in stories	Recall past experiences of holidays	Use a wider range of vocabulary.		
Personal & Social Development (PSED)	Transition	I know that I grow and change  I can talk about how I feel moving into reception  I can remember some fun things about Nursery this year			
Physical Development (PD)					



<p>Literacy (L)</p>	<p>1. Hello Summer 2. What the Ladybird heard at the Seaside 3. Beauty and the Beast 4. Toy Story 5. Moana 5. Sport's Day 6. Famous Sports People</p> <p>Mark making-latter formation</p> <p>Little Wandle – Foundations for Phonics</p>	<p>Rhyming</p> <p>Sharing stories and poems Learning nursery rhymes and action rhymes Tuning into sounds Oral blending games</p> <p>At this stage some children may be ready for Phase 2 teaching in nursery.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their phonological awareness, so that they can, spot and suggest rhymes</p>	
<p>Maths (M)</p>	<p>Maths Long term plan</p>	<p>My day</p> <p>Capacity</p> <p>Positional language</p>	<p>Understand position through words alone Make comparisons between objects relating to capacity</p>	<p>Night Day Daily routines Morning Afternoon Today Tomorrow Full Empty Direction – in, on, under, up, down, across, in front, behind</p>
<p>Understanding of the World (UTW)</p>	<p>Seasons</p> <p>Under the sea</p>	<p>Changing seasons- Summer – identify suitable clothing</p> <p>Seaside – bucket, spade, sand</p> <p>Under the sea creatures – turtle, crabs, sharks, seahorse</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	
<p>Expressive Arts and Design (EAD)</p>	<p>Colour mixing</p> <p>Printing</p>	<p>Red, green yellow, blue</p> <p>Print with blocks, sponges and fruit</p>	<p>Explore colour and colour mixing</p>	