

EYFS Curriculum map 2022/23 NURSERY

	Autumn 1	Autumn 2	Spring Term			Summer 1	Summer 2	
<b>Challenge question</b>	Who am I and who are my friends?	Why are the leaves turning orange?	What happens when it gets cold?	Who will come to the Nursery Rhyme ball?	Who lives in this house?	What happens when I plant a seed?	Who will help us find bear? Water Water everywhere!	
<b>Theme Concepts</b>	Myself	Seasons Weather	Seasons Animals christmas	Characters, Simple stories, positional language Performing	My world	growth  Superheroes People who help us  Bear has got lost?. Who are the people who can help us find him?	Science Summer  Transitions	
<b>Knowledge / Pupils to ....</b>	Who are the other children in my class? Who is in my family? What was I like as a baby?	What happens in Autumn? What clothes do I wear to keep warm?  Start putting on their coats independently	Do all animals sleep through winter?  Animals that live in cold climates  Christmas	Who are the characters in our rhymes? Positional language  Helicopter Stories  Performing a song	Where do we live? Do all people live in houses? Do all houses look the same? What do we build homes out of? What	Planting and growing. What does a seed need to grow?  Life cycle of a chicken	Who are the people who help me? Police, Firefighters, Doctors,  Floating and sinking Boats and bridges Ice and water  How do I keep safe in the sun?	
<b>Vocab</b>	then/ now, Baby, toddler, child, grown up House Home Flat Mum, Dad, Brother, Sister, Auntie, Uncle, Grandmother, Grandfather.	Autumn, seasons, winter, spring, summer Trees, leaves, Hat, scarf, gloves, coat	Snow, cold, warm, melting, Christmas Nativity Country Hot Cold Sunny Cloudy Rain World	Beginning, middle, end setting, Rhyme In front, behind, under, in, on, next to	Road Street Door Number Garden Kitchen Front room Bedroom Living Room	Seed, light, sun, warmth, water, soil, life cycle,  Chicken, egg	Hero, Brave Worried Scared Nervous Excited Policeman Police Woman Fire Fighter Paramedic Teacher Vet Doctor Dentist	Float sink, Change, look, notice
<b>Key texts to include</b>	Family Dear Zoo	The big book of Autumn (non fiction)  We're going on a bear hunt	Stormy Weather Nativity Story	Humpty Dumpty Incy Wincy Spider Hickory Dickory Dock	My House The high street Goldilocks and the three bears The three little Pigs	Rosies walk  Jack and the beanstalk  The Very Hungry Caterpillar	Firefighter Pete Supertato  Mr Gumpy's journey The three billy goats gruff Starting school	
<b>Wow moments (Awe and wonder)</b>		Nature walk around the block?	Christmas show	Character ball dress up day		Eggs and chicks  Planting seeds	Visit to fire station Police visit  Various 'wow' science experiments  Sports day	

<b>Physical Development</b>	Scissor skill Gross motor Finger gym warm up			Develop upper body strength outside area Finger gym warm up (several time a week?)				
<b>Characteristics of Effective Learning</b>  (COL's will also permeate throughout the year)	Active learning Being involved and concentrating *Maintaining focus on their activity for a period of time Creating and thinking critically *Enjoying and achieving what they set out to do	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people Active learning *Being involved and concentrating *Maintaining focus on their activity for a period of time	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people Active learning *Showing high levels of energy, fascination *Paying attention to details	Playing and Exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them Active learning *Showing high levels of energy, fascination *Paying attention to details	Creating and thinking critically *Enjoying and achieving what they set out to do *showing satisfaction in meeting their own goals. Active learning *Showing high levels of energy, fascination *Not easily distracted *Paying attention to details	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them Creating and thinking critically *Enjoying meeting challenges for their own sake rather than external rewards or praise	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Engaging in open ended activities *showing particular interests	Creating and thinking critically *Being proud of how they accomplished something not just the end result. *Enjoying meeting challenges for their own sake rather than external rewards or praise.
	Wellcome Bucket Club  Develop their sense of responsibility and membership of a community	WellCome Bucket Club (targetted) Phase 1 phonics started		Following 2 part instructions				Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
<b>Subject links</b>	History - my past PSHE keeping healthy	Science (seasons changes/animals hibernating) Art(vincent van gogh)	Geography - links to other countries	History - noticing the difference between stories set in the past and present DT building a scene	Geography - my local environment History - how has it changed where I live?	Science - growing	History - past and present firefighters	Science - what is a scientist? Thinking scientifically. What is an experiment?
	UW 3-4 Begin to make sense of their own life-story and family's history.	UW 3-4 Begin to understand the need to respect and care for the natural environment and all living things	Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;		UW 3-4 Begin to understand the need to respect and care for the natural environment and all living things  UW 3-4 Begin to make sense of their own life-story and family's history.	Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	UW 3-4 Show interest in different occupations.	UW 3-4 Explore collections of materials with similar and/or different properties - UW 3-4 Use all their senses in hands on exploration of natural materials  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;