EYFS Curriculum map 2022/23 NURSERY

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|  | Autumn 1 | Autumn 2 | Spring Term | Summer 1 | Summer 2  |
| **Challenge question** | 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?What will come out of my egg?  | Do all superheroes wear capes?/who will help us find bear?  | Water Water everywhere!  |
| **Theme** **Concepts**  | Myself  | SeasonsWeather  | SeasonsAnimalschristmas | Characters,Simple stories, positional languagePerforming  | My world | growth | SuperheroesPeople who help usKeeping safe Bear has got lost?. Who are the people who can help us find him?  | ScienceSummerTransitions |
| **Knowledge /** **Pupils to ….** | What is my name? What who is my teacher? What are my class friends called? What do I like?How can I play with my new friends?  | What happens in Autumn? What colours can I see? What clothes do I wear to keep warm? Start putting on their coats independently  | What do animals do when it gets cold? What animals live in cold countriesChristmas | Who are the characters in our rhymes? What is happening in the rhymes? Talk about where the characters are (positional language) and what they are doing  | Where do we live? Do all people live in houses? Do all houses look the same?What do we build homes out of?  | Planting and growing.What does a seed need to grow?What animals come from an egg? | Who are the people who help me? How can we help bear if he is lost? Stuck? Ill? Police, Firefighters, Doctors, Fire safety | Floating and sinking Boats and bridgesIce and waterThe seaside How do I keep safe in the sun? |
| **Vocab** | Mum, Dad, Brother, Sister, Auntie, Uncle, Grandmother, Grandfather. Share, play, take turns  | Orange, red, brown, leaves, trees, conkers, fireworks, colours | Snow, cold, warm, melting, Christmas Nativity  | Beginning, middle, end setting,RhymeIn front, behind, under, in, on, next to | Road Street Door Number Garden Kitchen Front room Bedroom Living Room | Seed,soil, water, care, egg , hatch, caterpillar, chicken, duck, penguin, crocodile | Hero, Brave Worried Scared Nervous Excited Policeman Police Woman Fire Fighter Paramedic Teacher Vet Doctor Dentist | Float sink, Change, look, notice |
| **Key texts to include**  | FamilyDear Zoo | THe big book of Autumn (non fiction) We’re going on a bear hunt  | Stormy Weather Nativity Story | Humpty DumptyIncy Wincy SpiderHickory Dickory Dock | My HouseThe high streetGoldilocks and the three bears The three little Pigs | Rosies walkJack and the beanstalk The Very Hungry Caterpillar | Firefighter FredHari at home Supertato  | Mr Gumpy’s journeyThe three billy goats gruffStarting school  |
| **Wow moments****(Awe and wonder)**  |  | Nature walk around the block? | Christmas show | Helicopter StoriesPerforming a poem |  | Eggs and chicksPlanting seeds  | Fire Fighter visit to Nursery Police visit Fire pit and fire safety  | Various ‘wow’ science experiments Sports day  |
| **Physical Development**  | Scissor skill Gross motor Finger gym warm up | Develop upper body strength outside areaFinger gym warm up (several time a week?)  |  |
| **Phonics (includes but not limited to)**  | Sound discrimination - environmental and InstrumentalRhythm and rhyme  | Aural blending and segmenting Rhyme Initial Sounds  | Aural blending and segmenting Rhyme Initial Sounds Linking letters and sounds  |
| **Maths** **(includes but not limited to)**  | ColourSizeshapeMatchingSorting  | Numbers 1 - 2Patterns SubitisingCountingNumerals  | Number 3, 4 and 5 Subitising1:1 correspondence  | Number 6HeightLength Mass capacity  | More than/fewer than One moreOne less2d shape3d shape | Night and DayOrdering eventsPositional Language  |
| **Characteristics of Effective Learning** **(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.  |
| **Subject links**  | 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 presentDT building a scene  | Geography - my local environmentHistory - 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 thingsUW 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 materialsDescribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  |