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 | Seasons  Weather | | Seasons  Animals  christmas | Characters,  Simple stories, positional language  Performing | My world | | growth | Superheroes  People who help us  Keeping safe  Bear has got lost?. Who are the people who can help us find him? | Science  Summer  Transitions |
| **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 countries  Christmas | 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 bridges  Ice and water  The 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,  Rhyme  In 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** | 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 Fred  Hari at home  Supertato | Mr Gumpy’s journey  The three billy goats gruff  Starting school |
| **Wow moments**  **(Awe and wonder)** |  | Nature walk around the block? | | Christmas show | Helicopter Stories  Performing a poem |  | | Eggs and chicks  Planting 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 area  Finger gym warm up (several time a week?) | | | |  | |
| **Phonics (includes but not limited to)** | Sound discrimination - environmental and Instrumental  Rhythm 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)** | Colour  Size  shape  Matching  Sorting | | Numbers 1 - 2  Patterns  Subitising  Counting  Numerals | | Number 3, 4 and 5  Subitising  1:1 correspondence | | Number 6  Height  Length  Mass capacity | | More than/fewer than  One more  One less  2d shape  3d shape | Night and Day  Ordering events  Positional 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 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; |