

EYFS Curriculum map 2023/24 NURSERY

	Autumn 1	Autumn 2	Spring Term			Summer 1/2	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 a house like this? Baby Animals	What happens when I plant a seed? What will come out of my egg?	Who will help us find bear? How can i care for Bear?	Water Water everywhere!
<b>Theme Concepts</b>	Myself, my family, my friends  My feelings	Seasons Weather Light and dark My day	Seasons Snow animals christmas	Characters, Simple stories, positional language Performing	My world My area Different homes Animals and their homes. Castles and knights (St George)	Growth and lifecycles	People who help us Keeping safe  Bear has got lost?. Who are the people who can help us find him?  Looking after others (pets and friends)  Looking after ourselves	Science Summer  Transitions
<b>Knowledge / Pupils to ....</b>	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	Winter How to keep warm n winter 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  Mark Making INTRODUCE MESSAGE CENTRE	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, Pets and Pet shops  Fire safety	Floating and sinking Boats and bridges Ice and water The seaside Sumer - How do I keep safe in the sun?
<b>Vocab</b>	Mum, Dad, Brother, Sister, Auntie, Uncle, Grandmother, Grandfather. Share, play, take turns	Orange, red, brown, leaves, trees, conkers, fireworks, colours Day night Autumn Weather	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, look, see
<b>Key texts to include</b>	Family Dear Zoo Little Elephant series Feeling cards	The big book of Autumn (non fiction)  We're going on a	Stormy Weather Nativity Story  Dear zoo at	Humpty Dumpty Incy Wincy Spider Hickory Dickory Dock	Owl Babies My House  Goldilocks and the	Jack and the beanstalk The Very Hungry Caterpillar	Firefighter Fred Hari at home No dragons for tea	Mr Gumpy's journey The three billy goats gruff Little Rabbit Foo Foo

	Would you rather You choose	bear hunt	christmas	Walters wonderful web	three bears The three little Pigs	The odd Egg Non fiction - ducks		Starting school	
<b>Wow moments (Awe and wonder) Cooking</b>	My favourite foods! Making Pizza	Nature walk around the school  Make Sandwiches for our Nursery Autumn Walk  Pumpkin playdoh	Christmas show  Polar Bears on bread	Pantomime visit Helicopter Stories Performing a poem Nursery ball (shared with Reception?)  Putting on a show. - making popcorn and ticket stop sell	Owls on bread	Eggs and duckling  Planting seed  Fruit kebab caterpillars	Fire Fighter visit to Nursery Police visit Fire pit and fire safety - toasting a marshmallow	Various 'wow' science experiments  Water day  Sports day Nursery show  Ice lollies	
<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>Phonics (includes but not limited to)</b>	Sound discrimination - environmental and Instrumental Rhythm and rhyme			Aural blending and segmenting Rhyme Initial Sounds Writing for a purpose (message centre)			Aural blending and segmenting Rhyme Initial Sounds Linking letters and sounds		
<b>Maths (includes but not limited to)</b>	<b>Sorting</b> Colour Size shape Matching  <b>Numbers 1 - 2</b> Subitising Counting Numerals  <b>Patterns</b>		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		
<b>Characteristics of Effective Learning  (COL's will also permeate throughout the year)</b>	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	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.	

			*Paying attention to details			external rewards or praise		
<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;