



EYFS Curriculum map 2024/25 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 lives in a house like this? Baby Animals	What happens when I plant a seed? What will come out of my egg?	Who will come to the Nursery Rhyme ball?	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	My world My area Different homes Animals and their homes. Castles and knights (St George)	Growth and lifecycles	Characters, Simple stories, positional language Performing	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	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 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	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	Road Street Door Number Garden Kitchen Front room Bedroom Living Room	Seed,soil, water, care,  egg , hatch, caterpillar, chicken, duck, penguin, crocodile	Beginning, middle, end setting, Rhyme In front, behind, under, in, on, next to	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	THe big book of Autumn (non	Stormy Weather	Owl Babies My House	Jack and the beanstalk	Humpty Dumpty Incy Wincy Spider	Firefighter Fred Hari at home	Mr Gumpy's journey The three billy goats

	Little Elephant series Feeling cards Would you rather You choose	fiction) We're going on a bear hunt	Nativity Story Dear zoo at christmas	Goldilocks and the three bears The three little Pigs	The Very Hungry Caterpillar The odd Egg Non fiction - ducks	Hickory Dickory Dock Walters wonderful web	No dragons for tea	gruff Little Rabbit Foo Foo 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  Owls on bread	Eggs and duckling  Planting seed  Fruit kebab caterpillars	Helicopter Stories Performing a poem Nursery ball (shared with Reception?)  Putting on a show. - making popcorn and ticket stop sell	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> Colours Matching Size shape  <b>Numbers 1 - 2</b> Subitising Counting Numerals  <b>Patterns</b>			<b>Number 3, 4, 5, 6</b> Subitising Composition 1:1 correspondence  <b>Height</b>  <b>Length</b>  <b>Mass</b>  <b>Capacity</b>			<b>Sequencing</b>  <b>Positional Language</b>  <b>More than/fewer than</b>  <b>2d shape</b>  <b>3d shape</b>  <b>Number composition</b>  <b>What comes before?</b> <b>What comes after?</b>  <b>Numbers to 5</b>	
<b>Characteristics of Effective Learning (COL's will)</b>	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	Playing and Exploring *Finding out and exploring *Showing curiosity about	Creating and thinking critically *Enjoying and achieving what they set out to do *showing satisfaction in meeting their own	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Using senses	Playing and Exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them Active learning	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people	Creating and thinking critically *Being proud of how they accomplished something not just the end result. *Enjoying meeting challenges for

<b>also permeate throughout the year)</b>	Creating and thinking critically *Enjoying and achieving what they set out to do	Active learning *Being involved and concentrating *Maintaining focus on their activity for a period of time	objects, events and people Active learning *Showing high levels of energy, fascination *Paying attention to details	goals. Active learning *Showing high levels of energy, fascination *Not easily distracted *Paying attention to details	to explore the world around them Creating and thinking critically *Enjoying meeting challenges for their own sake rather than external rewards or praise	*Showing high levels of energy, fascination *Paying attention to details	*Engaging in open ended activities *showing particular interests	their own sake rather than 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	Geography - my local environment History - how has it changed where I live?	Science - growing	History - noticing the difference between stories set in the past and present DT building a scene	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;