

# EYFS Bounds Green Curriculum Map

## Nursery

<b>EYFS Nursery</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PSED</b> <b>Personal, Social and Emotional Development:</b>  Self-regulation Managing self Building relationships	Settling into new environment/transition into new school and classroom. Establishing rules and daily classroom routines and appropriate behaviour. Modelling friendships Introducing key group sessions – sharing information about ourselves and making friends.	Celebrating different festivals and sharing our own experiences	Discussing and recognising different feelings ‘Right and wrong’ through stories Taking turns and sharing when playing	Continuing to build friendships Developing the confidence to try out new and different activities / areas of the Nursery	Responsibility of caring for ourselves and living things and the environment  Oral hygiene: teeth cleaning linked to the dental nurse Handwashing  Develop personal, social and emotional skills through topic-related stories and role play	Developing independence in preparation for transition to Reception class Talking about changes
	Introducing new topic-related vocabulary through stories, rhyme songs and role play.					
<b>CL</b> <b>Communication and Language:</b>  Listening, attention and Understanding  Speaking	Listening to familiar stories and focusing on one-to-one scenarios or small groups (key groups)  Talking about ourselves and our families	Listening to longer stories and be able to remember much of what happens.  Stories and songs about different festivals and celebrations  Role-play and dressing up Continuing to listen in key group sessions and beginning to share own ideas about stories or topic Develop a wider range of vocabulary. Understanding questions and simple instructions.	Listening to traditional stories and rhymes and learning to retell Exploring repetition and rhyme in stories and songs/rhymes  Being able to talk about familiar books and tell a long story.	Sharing books which give children opportunities to express a point of view-responding to a range of questions and using more complex sentences  Information books to introduce new, topic vocabulary. E.g. scientific vocabulary when talking about parts of a flower or an insect, or different types of rocks.	Sharing knowledge and asking questions. Retelling stories through role play and use of story props, e.g. <i>The Very Hungry Caterpillar</i>	Talking about changes, e.g. in the weather / seasons and changes in our own lives, e.g. moving into Reception
	In Nursery, children develop their physical skills (both fine motor and gross motor) through daily activities and meaningful tasks. Activities to develop fine motor skills may include playing with malleable materials, such as playdough or other messy play, threading, sorting objects using tweezers, cooking, or playing with construction materials. Children will also have daily opportunities to make marks in different ways, for example, using their fingers in paint or jelly, or using chalk outside. Activities to develop gross motor skills may include building using large blocks or objects, climbing and exploring obstacle courses, using tricycles and bicycles, and other elements of outdoor play.					
<b>PD</b> <b>Physical Development:</b>  Gross Motor Fine Motor	Exploring the physical equipment in the indoor and outdoor environment.  Exploring and using one handed tools and equipment, e.g. making snips with scissors, hammers  Introducing the snack bar.	Continue exploring the physical equipment in the indoor and outdoor environment. Developing movement, balancing, riding (scooters and bikes) and ball skills.  Encouraging children to be independent when getting dressed and undressed, e.g. putting on coats and doing up zips.	Moving with pleasure and confidence whilst exploring the physical equipment in the indoor and outdoor environment. Continuing to develop movement, balancing, riding (scooters and bikes) and ball skills.  Taking part in group activities  Increasing independence in self-care, e.g. when using the toilet, washing hands, dressing, etc.	Planting and using new tools safely and with increasing independence	Introducing PE sessions in hall in preparation for Reception	

		Exploring a range of activities which develop fine motor skills.				
		Sharing food from different cultures, linked to different religious festivals.		Exploring different ways of moving (linked to topic)		Sports Day – developing confidence and control when using objects and moving in different ways
<b>Literacy</b> Comprehension Word reading Writing	Developing early reading skills and an interest in stories and rhymes. Listening to a range of core topic books and explore different story elements, e.g. handling books carefully and independently and looking at illustrations, joining in with repetition of stories and rhymes, and discussing the main characters and events in stories. Children will develop their phonological awareness through rhyme, counting, clapping syllables and recognising initial sounds. Children will also have a range of opportunities to make marks in different ways and practise forming letters accurately.					
<b>Mathematics</b> Number Numerical Patterns	The principle focus of mathematics teaching in the Early Years is to ensure children develop a fascination and enjoyment of numbers and to develop secure foundations and basic skills with numbers and numerical patterns. This will be achieved through play and involve working with a range of real objects for sorting, counting and calculating to solve simple practical problems. In Nursery, children learn to recite numbers past 5, count objects reliably, link numerals to amounts up to 5, compare quantities and making comparisons between objects. They will have opportunities to represent numbers in different ways, for example, using their fingers, or drawing pictures. Children will have practical experience of comparing size and using basic vocabulary of size, through stories as well as experiences. They will begin to use positional language as well as talk about features and shapes of everyday objects. They will have opportunities to play and make arrangements with shapes, for example, through construction activities and talking about patterns.					
<b>EAD</b> <b>Expressive Arts and Design:</b> Creating with Materials Being Imaginative and Expressive	Singing familiar songs and exploring dancing and movement in response to music Exploring construction materials, small world, junk modelling.	Exploring a range of different materials- exploring scale Long strips of wallpaper, child size boxes. Junk modelling, hammers and nails, paperclips and fasteners	Colour mixing- showing different emotions through art work  Art and imaginative play linked to different festivals and celebrations, e.g. Fireworks, Eid and Diwali, Christmas Music and songs from different cultures	Using a variety of construction materials for different purposes and in imaginative ways Exploring different forms of art, e.g. drawing, painting, collage, making masks and puppets, building using construction Exploring different role play areas. Building stories using props and through imaginative role play. Playing instruments	Observational drawing and painting, creating with different art forms	Introducing water as a form of art, e.g. water colour paints
<b>UW</b> <b>Understanding the World:</b> Past and Present People, Culture and Communities The Natural World	Reading stories and having discussions linked to ourselves and our families.  Talking about photos and memories, special experiences in our lives, e.g. birthdays. Parents to send it photos to be shared	Learning about different cultures, festivals and celebrations. (Bonfire night, Diwali, Christmas)  Using senses in hands-on exploration of natural materials e.g. leaves and seeds, different types of rocks, contrasting pieces of bark etc. (magnifying glasses)	Learning about different occupations  Exploring how things work- mechanical equipment e.g. wind-up toys, pulleys, sets of cogs with pegs and boards	Exploring forces and differences between materials, e.g. water pushing up when pushing a boat down, cooking, melting  Developing positive attitudes about differences between people (appearances) and countries.  Easter activities and stories/songs	Stories and songs linked to mini beasts and growth.  Planting and making observations of plants and animals/insects.  Looking at life cycles, e.g. caterpillars	Talking about changes in the weather.  Talking about changes in our lives and similarities and differences, e.g. transition into Reception

# Reception

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	The principle focus of mathematics teaching in the Early Years is to ensure children develop a fascination and enjoyment of numbers and to develop secure foundations and basic skills with numbers and numerical patterns. This will be achieved through play and involve working with a range of real objects for sorting, counting and calculating to solve simple practical problems.					
Number	In Reception, children learn to count verbally beyond 10 and compare numbers, explore the composition of numbers to 10, understand the 'one more than/ one less than' relationship between consecutive numbers, count objects, actions and sounds, subitise, link the number symbol with its cardinal number value, automatically recall number bonds for numbers 0-5 and some to 10. Children will also learn to name and describe shapes using mathematical language, select, rotate and manipulate shapes to develop spatial reasoning, continue, copy and create repeating patterns and compare length, weight and capacity. This will primarily be achieved through adult modelling, play and exploration, and through 'role play' and stories.					
<b>CL Communication and Language:</b>	Develop spoken language through play, songs, small group work, key group time. Understand and use topic related vocabulary.					
Listening, attention and understanding	Listen to and understand instructions (new routines). Talk about ourselves and our families and get to know our key groups and familiar adults in Reception.	Maintaining concentration during whole class carpet sessions – listening and responding. Introduce 'Show and tell' and 'talk partners'. Role play around jobs (emergency services). Asking and answering a range of questions.	Development of imaginative language through role play and small world activities linked to topic. Create open-ended 'imagination area' for role play.	Use of repetitive story language  Developing role play through introducing narratives and story retelling.	Engaging in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Sharing experiences and discussing our feelings/asking questions about moving to year 1
Speaking	Settling in activities Making friends Children talking about experiences that are familiar to them e.g. about family routines and special occasions					
<b>Literacy</b>	Selecting books to share with friends and take home.		Listening to stories, particularly from 'core' book collection		Shared reading/writing around topic themes	
Comprehension			Guided reading	Simple recount writing	Establishing 'High frequency' word sight vocabulary	
Word reading	Recognise/write names. Give meaning to marks Environmental print and symbols Read individual letters by saying the sounds for them	Recognise/write names Read individual letters by saying the sounds for them Mark making/developmental writing. Begin to use phonic knowledge to read/write labels and signs Sequencing topic-related books. Stories linked to Christmas and other religious festivals. Reading some common exception words	Creating and describing characters. Reading and writing speech bubbles.  Blending sounds into words made up of known letters.  Reading some letter groups e.g. 'ee' or 'igh'.	Author illustrator focus. Traditional stories and other stories set in the woods: drama, invitations, letters, retelling, sequencing.	Writing workshop for parents and follow-up story. Reading and writing instructions for planting. Use of time connectives 'then', 'next', 'now'.	Applying reading and writing skills in a range of topic-based activities (gaining independence).
Writing						
<b>Phonics</b>	Letters and sounds Phase 1: Daily opportunities to continue tuning into sounds, rhymes and rhythms through whole class and small group activities					
Games and activities to practise hearing sounds in words and orally blending sounds and segmenting	Letters and sounds Phase 1,2,3	Reading words by blending.	Writing words by segmenting.	Reading/writing non- phonic words and developing sight vocabulary		
	Phase 2 sounds and corresponding letters. Oral blending and segmenting	Phase 3 sounds and corresponding letters. Letter names, alphabet rhyme/songs	Phase 3 sounds and corresponding letters	Phase 3 sounds and corresponding letters	Phase 3 sounds and corresponding letters	Phase 3 sounds and corresponding letters Phase 4 blending/segmenting
<b>Handwriting</b>	Develop fine motor skills through range of activities (see PD fine motor)					
	Form letters to match sounds in words					

			Nelson Handwriting scheme			
<b>PD</b> <b>Physical Development:</b>  Gross motor skills Fine motor skills	Outdoor gross motor skills and P.E. parachute games. Experimenting with ways of moving and avoiding obstacles, e.g. running, climbing and bikes  Developing skills	P.E. Floor & wall apparatus; travelling under, over and through balancing & climbing equipment. Developing ball skills  Using hoses, tools, clipboards and pencils etc as part of role play	P.E. Music and Movement; moving with confidence, skill and expression. Small apparatus, beanbags, hoops.  Movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Introduce workbench and real tools  Developing fine motor skills such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Activities which develop good posture.	Tree and log climbing in the woods, assessing & managing risk. Exploration, developing awareness of safety P.E. Wall and floor apparatus	Use of tools safely, for growing things and preparing food Healthy Food, drink and sleep  P.E. small apparatus, paired work, bat & ball, hoops, beanbags.  Outdoor area and	Outdoor P.E and athletics; high jump, running races, relays. Practising a range of physical skills for Sports Day
	Children will continue to develop and refine their gross motor skills by using a range of equipment, such as bikes, scooters, stilts, bouncy hoppers, balls, beanbags, outdoor climbing frame and A-frames. They will also have daily opportunities to develop their fine motor skills and practise mark-making in different ways, as well as practising to use tools effectively, e.g. scissors and pencils, following the whole school handwriting policy.					
<b>PSED</b> <b>Personal, Social and Emotional Development:</b>  Self-regulation Managing self Building relationships	Transition and key groups. Sharing and comparing information about ourselves. Making friends. Establishing rules, daily routines, and appropriate behaviour. Introduce 'start sitter/s' and 'Star of the Week'.	Taking turns and sharing ideas and experiences. Celebrating similarities and differences. Developing independence skills and confidence to try out new activities and explore new areas. Managing feelings with more independence. Encouraging children to talk about their feelings, those of others, different scenarios Introduce 'Lunch time certificates'.  Children managing their own needs- good hygiene, healthy foods, exercise, sleep How to look after ourselves. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	Superheroes; Helping others and finding a compromise through role-play and stories. Developing awareness of when to ask for help. Introduce Kelso's Choices for positive behaviour.	Managing risk taking, staying safe for self and others. Working collaboratively with parents and friends. Explore feelings through stories.	Through stories, modelling and role-play; Caring for the environment and for living things. Developing independence and empathy, continue to resolve problems using Kelso's Choices.	Preparing for transition to year 1 Working together in classroom and outside; Pairs and team games, relays (preparation for Sports day)
	<b>EAD</b> Exploring & using a wide range of media & materials, painting, printing, collage, junk modelling. Being imaginative, drama, dressing up, storytelling, singing & dancing					
<b>Expressive Arts and Design:</b>  Creating with	Introduce art areas and workshop area for independent access. Self-portraits.	Vehicles (linked to topic): printing, junk-modelling, collage  Colour mixing	Providing costumes and props for children to incorporate in their pretend play and develop storylines	Talking about music, introducing kinds of music from across the globe, including traditional and folk	Observational drawing/ painting of plants, chicks, caterpillars, butterflies. Symmetrical butterfly	Water colour paints and effects Creative responses to pictures, videos, music

<p>Materials</p> <p>Being Imaginative and Expressive</p>		<p>Noticing features in the natural world- colours, textures, shapes, smells (leaf painting, bark rubbings) Art gallery/museum?</p>	<p>Retelling stories.</p>	<p>music from Britain. Pitch matching games, call and response songs, Tapping rhythms, movement and listening games</p> <p>Visit from a musician</p>	<p>painting/printing</p>	<p>around a water/sea theme</p>
<p><b>UW</b> <b>Understanding the World:</b></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Exploring our school environment.</p> <p>Learning about our immediate family and community. Sharing family pictures, books about different families.</p> <p>Naming and describing people who are familiar to them in their community e.g. shop staff, hairdressers, the police, the fire service, nurses, doctors, teachers</p>	<p>Comparing and contrasting pictures, stories, artefacts from the past, explaining similarities and differences</p> <p>Visiting a local area that has historical importance. Looking at the local area, drawing information from maps, aerial views of the school setting, open space, roads, features.</p> <p>Comparing images of familiar situations in the past, such as homes, schools and transport Looking at chronology, events before children were born.</p> <p>Comparing and contrasting characters from stories, including figures from the past- Fictional and non-fictional characters from a range of cultures and times in storytelling (Common themes- bravery, difficult choices, kindness) Talking about children's experiences with these themes. Using songs, poems, puppets, role play etc.</p>	<p>Places of worship- understanding how places are special to members of the community. Recognising people have different beliefs and celebrate special times in different ways.</p> <p>Chinese New Year</p>	<p>Exploring 'same' and 'different' in a range of contexts ('My world your world')</p> <p>Recognising some similarities and differences between life in this country and other countries- contrasting environments within both local and national regions Non-fiction texts</p> <p>Exploring the natural world Animals and plants The senses whilst outside</p> <p>Easter activities</p>	<p>Life cycles and change; plants and flowers; planting, growing and harvesting crops and flowers.</p>	<p>Investing and exploring natural processes- ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, magnets, floating.</p>
<p><u>Please note:</u> Topics are designed to ensure that learning opportunities are planned across all areas of development during the course of the year. However, the Early Years' guiding principle is to follow children's interests wherever possible, regardless of the topic focus.</p>						