

EYFS Bounds Green Curriculum Map

Nursery

EYFS Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible suggestions for trips & events		Christmas performance in school	Road Safety Workshop	Dentist visit/ People who help us	Chicks/ caterpillars in school	
Celebrations/ Events		Diwali Bonfire Night Hannukah Road safety week Christmas	Chinese New Year	Ramadan Easter		
PSED Personal, Social and Emotional Development: 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 Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	Responsibility of caring for ourselves and living things and the environment 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
CL Communication and Language: Listening, attention and Understanding Speaking	<p>Introducing new topic-related vocabulary through stories, rhyme, songs and role-play. Daily story time as well as sharing books throughout the session. Extending children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. Share high quality picture books- a rich source for learning new vocabulary. Shared book-reading Activities planned around core books to help children practise the vocabulary and language. Outdoor play themes around 'We're going on a bear hunt' will lead the children to creating their own 'hunts' and inventing their own rhymes. Use of Tales Toolkit to enhance language and communication. Word of the Week to enhance children's vocabulary.</p>					
	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. Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears	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.

<p>PD Physical Development:</p> <p>Gross Motor Fine Motor</p>	<p>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. Children will have access to the woodwork area and engage in a range of forest school activities including whittling, making leaf crowns etc...</p> <p>Children will take part in dance and drama workshops with Selda throughout the year.</p>				
<p>Exploring the physical equipment in the indoor and outdoor environment.</p> <p>Exploring and using one handed tools and equipment, e.g. making snips with scissors, hammers</p> <p>Introducing the snack bar. Adults to model how to cut fruit/ vegetables for snack table and children to begin cutting independently.</p>	<p>Continue exploring the physical equipment in the indoor and outdoor environment. Developing movement, balancing, riding (scooters and bikes) and ball skills.</p> <p>Encouraging children to be independent when getting dressed and undressed, e.g. putting on coats and doing up zips.</p> <p>Exploring a range of activities which develop fine motor skills.</p> <p>Sharing food from different cultures, linked to different religious festivals.</p>	<p>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.</p> <p>Taking part in group activities</p> <p>Increasing independence in self-care, e.g. when using the toilet, washing hands, dressing, etc.</p> <p>Exploring different ways of moving (linked to topic) through stories.</p>	<p>Planting and using new tools safely and with increasing independence</p>	<p>Introducing PE sessions in hall in preparation for Reception</p> <p>Sports Day – developing confidence and control when using objects and moving in different ways</p>	
<p>Literacy</p> <p>Comprehension Word reading Writing</p>	<p>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 following the Little Wandle Phonics Programme through the teaching of rhyme and recognition of initial sounds. Children will also have a range of opportunities to make marks in different ways and practise forming letters accurately. In the Summer term, children are introduced to wordless books during key group sessions.</p>				
<p>Key Texts</p> <p>Key texts are revisited throughout the year</p>	<p>Walking through the Jungle Brown Bear Dear Zoo Boo Hoo Baby Our House Mine! Going on a Bear Hunt The Tiger Who Came to Tea</p>	<p>You Choose Little Rabbit Foo Foo Monkey Puzzle The Gruffalo Guess how much I love you Handa’s Surprise Room on the Broom</p>	<p>Farmer Duck Superworm The Snail and the Whale The Smartest Giant in Town A Squash and a Squeeze The Pig in the Pond</p>		
<p>Mathematics</p> <p>Number Numerical Patterns</p>	<p>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.</p>				
<p>EAD Expressive Arts and Design:</p>	<p>Singing familiar songs and exploring dancing and movement in response to music Exploring construction materials, small world, junk modelling.</p>	<p>Using a variety of construction materials for different purposes and in imaginative ways Exploring different forms of art, e.g. drawing, painting,</p>	<p>Observational drawing and painting linked to topic</p>	<p>Introducing water as a form of art, e.g. water colour paints</p>	

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Exploring a range of different materials- exploring scale Long strips of wallpaper, child size boxes.</p> <p>Junk modelling, hammers and nails, paperclips and fasteners</p>	<p>Colour mixing- showing different emotions through art work</p> <p>Art and imaginative play linked to different festivals and celebrations, e.g. Fireworks, Eid and Diwali, Christmas</p> <p>Music and songs from different cultures</p>	<p>collage, making masks and puppets, building using construction</p> <p>Exploring different role play areas. Building stories using props and through imaginative role play.</p> <p>Playing instruments – from a range of cultures</p>		<p>Creating mini beasts using different art forms</p>	
<p>UW</p> <p>Understanding the World:</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Reading stories and having discussions linked to ourselves and our families.</p> <p>Talking about photos and memories, special experiences in our lives, e.g. birthdays. Parents to send in photos to be shared.</p>	<p>Learning about different cultures, festivals and celebrations. (Bonfire night, Diwali, Christmas)</p> <p>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)</p>	<p>Learning about different occupations</p> <p>Exploring how things work- mechanical equipment e.g. wind up toys, pulleys, sets of cogs with pegs and boards</p>	<p>Exploring forces and differences between materials, e.g. water pushing up when pushing a boat down, cooking, melting</p> <p>Developing positive attitudes about differences between people (appearances) and countries.</p> <p>Easter activities and stories/songs</p>	<p>Stories and songs linked to mini beasts and growth.</p> <p>Planting and making observations of plants and animals/insects.</p> <p>Looking at life cycles, e.g. caterpillars</p>	<p>Talking about changes in the weather.</p> <p>Talking about changes in our lives and similarities and differences, e.g. transition into Reception</p>

Reception

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and events		Perform Drama workshop Father Christmas at the Lyric Theatre Hannukah talk Local Walks	Pickled Pepper Bookshop- Meet an Author	Highgate Woods trip Dentist visit	Caterpillars/ Chicks Perform Drama Workshop	Hyde park – Princess Diana Memorial Playground and Fountain
Celebrations		Diwali Bonfire Night Christmas Road safety week Hannukah	Chinese New Year	Ramadan Easter		
Key texts	A Squash and the Squeeze So Much My Hair Owl Babies We're Going On a Bear Hunt	The Enormous Turnip Traditional fairytales- Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goat's Gruff, Jack and the Beanstalk	On The Way Home The Witch's Kitchen Rosie's Walk	The Gruffalo Into the Woods Revisiting traditional tales set in the woods- Goldilocks and the Three Bears / Little Red Riding Hood	Jack and the Beanstalk The Very Hungry Caterpillar The Tiny Seed Titch Jasper's Beanstalk The Train Ride	Ruby's Worry The Worry Monsters The Koala who Could
Mathematics Mastering Number Programme 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 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.					
CL Communication and Language: Listening, attention and understanding Speaking	Understand and/or use topic related vocabulary. Develop spoken language through play, songs, small group work, key group time. Identify new vocabulary- bring in objects, pictures and photographs, for example vegetables to taste. Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions. Use of Tales Toolkit to enhance language and communication. Word of the Week to enhance children's vocabulary.					
	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. Introduce Word of the Week. Settling in activities Making friends Children talking about experiences that are familiar to them e.g. about family routines and special occasions	Maintaining concentration during whole class carpet sessions – listening and responding. Introduce 'talk partners'. Role play around jobs (emergency services). Asking and answering a range of questions. Develop vocabulary: Describe events in some detail. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Innovating our stories (Enormous	Development of imaginative language through role play and small world activities linked to texts (On the Way Home and Witch's Kitchen). Create open-ended 'imagination area' for role play. Develop vocabulary: Ask how and why questions Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them.	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. Develop vocabulary: Reciting poems and songs: Rhyme of the week Retelling stories: talk for writing	'Talk for writing' – creating a story around a character Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle Talk about how we have changed (baby photos) Guess the baby	Sharing experiences and discussing our feelings/asking questions about moving to year 1 Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year (floor book and evidence me)

	Showing an interest in the lives of other people Develop vocabulary: Model talk routines through the day.	Turnip) Following instructions Taking part in discussion Understanding how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.			
Literacy	Selecting books to share with friends and take home. Listening to stories, particularly from 'core' book collection Shared reading/writing around topic themes					
Comprehension Word reading Writing	Recognise/write names Give meaning to marks Environmental print and symbols Recognising the initial sounds in words Read individual letters by saying the sounds for them	Practice Reading sessions start Recognise/write names Recognising the initial sounds in words Read individual letters by saying the sounds for them Mark making/developmental writing. Begin to use phonic knowledge to read/write labels and signs. Simple recount writing 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. Sequencing topic-related books. Reading some letter groups e.g. 'ee' or 'igh'. Reading some common exception words Simple recount writing	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).
Phonics	Phase 1: Daily opportunities to continue tuning into sounds, rhymes and rhythms through whole class and small group activities					
Little Wandle Phonics Programme	Little Wandle Phase 1 and 2 Games and activities to practise hearing sounds in words and orally blending sounds and segmenting Begin Phase 2	Phase 2 sounds and corresponding letters. Oral blending and segmenting. Reading words by blending Writing words by segmenting Reading and writing CVC	Phase 2/3 sounds and corresponding letters. Letter names,alphabet rhyme/songs Reading words by blending Writing words by segmenting Reading and writing CVC Reading/writing common exception words/ tricky words	Phase 3 sounds and corresponding letters Reading words by blending Writing words by segmenting Reading and writing CVC Reading/writing common exception words/ tricky words	Phase 3 sounds and corresponding letters Reading words by blending Writing words by segmenting Reading and writing CVC Reading/writing common exception words/ tricky words	Phase 3 sounds and corresponding letters Phase 4 Reading words by blending Writing words by segmenting Reading/writing common exception words/ tricky words
Handwriting	Develop fine motor skills through range of activities (see PD fine motor)					
		Form letters to match sounds in words				
	Nelson Handwriting scheme					
PD Physical Development:	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.					
Gross motor skills Fine motor skills	Children will have access to the woodwork area and engage in a range of forest school activities including whittling, making leaf crowns etc...					
	Outdoor gross motor skills and P.E. parachute games. Experimenting with ways of moving and avoiding obstacles, e.g. running, climbing and bikes	Using hoses, tools, clipboards and pencils etc as part of role play	Continue to develop fine motor skills such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Use small and large equipment and one-handed tools Develop fine motor control, hand/eye coordination	Use of tools safely, for growing things and preparing food Healthy Food, drink and sleep.	Outdoor P.E and athletics; running races, relays. Practising a range of physical skills for Sports Day

	Developing skills		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.	PE: Exploring different movement using different parts of the body. Create movement ideas relating to specific words.	P.E. exploring different ways of using our hands to move a ball. Rolling, pushing and bouncing a ball with a partner.	
PE	Finding a space, different ways of traveling, traveling at different heights/ Dance block with Selda		Developing ball skills/ Dance block with Selda		P.E. Floor & wall apparatus; travelling under, over and through balancing & climbing equipment.	
PSED Personal, Social and Emotional Development: 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 Children managing their own needs- good hygiene, healthy foods, exercise, sleep How to look after ourselves. Handwashing	Helping others and finding a compromise through role-play and stories. Developing awareness of when to ask for help.	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 ourselves, the environment and for living things. (Oral hygiene: teeth cleaning linked) Developing independence and empathy, continue to resolve problems.	Preparing for transition to year 1 Working together in classroom and outside; Pairs and team games, relays (preparation for Sports day)
EAD Expressive Arts and Design: Creating with Materials Being Imaginative and Expressive	Exploring & using a wide range of media & materials, painting, printing, collage, junk modelling. Being imaginative, drama, dressing up, storytelling, singing & dancing					
	Introduce art areas and workshop area for independent access. Self-portraits.	Printing, junk-modelling, collage Colour mixing Noticing features in the natural world- colours, textures, shapes, smells (leaf painting, bark rubbings)	Providing costumes and props for children to incorporate in their pretend play and develop storylines Retelling stories.	Talking about music, introducing kinds of music from across the globe, including traditional and folk music from Britain. Pitch matching games, call and response songs, Tapping rhythms, movement and listening games	Observational drawing/ painting of plants, chicks, caterpillars, butterflies. Symmetrical butterfly painting/printing	Water colour paints and effects Creative responses to pictures, videos, music around a water/sea theme

<p>UW Understanding the World:</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.</p> <p>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>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.</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</p> <p>Non-fiction texts</p> <p>Exploring the natural world</p> <p>Animals and plants</p> <p>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>
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