EYFS Bounds Green Curriculum Map

			Nursery	7		
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	classroom. Establishing rules and daily appropriate behaviour. Modelling friendships	ions – sharing information about	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	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 own 'hunts' and inventing their own rhymes. Use of Tales Toolkit to enhance language and communication.					
	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.	Word of the Week to enhall 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 viewresponding 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. The Very Hungry Caterpillar	Talking about changes, e.g. in the weather / seasons and changes in our own lives, e.g. moving into Reception.

Physical 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		1							
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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. EAD Expressive Arts Singing familiar songs and exploring dancing and movement in response to music Using a variety of construction materials for different purposes and in imaginative ways Observational drawing and painting linked to topic form of art, e.g. water		numbers and numerical pa	tterns. This will be achieved through	play and involve working with a range of real objects for sorting	, counting and calculating to solv	ve simple practical problems.			
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Expressive Arts response to music purposes and in imaginative ways painting linked to topic form of art, e.g. water	Patterns	opportunities to play and n	make arrangements with shapes, for e	example, through construction activities and talking about patte	rns.				
Expressive Arts response to music purposes and in imaginative ways painting linked to topic form of art, e.g. water	EAD	Singing familiar congrand	ovaloring dancing and mayoment in	Using a variety of construction materials for different	Observational drawing and	Introducing water as a			
			exploring dancing and movement in	,	_	_			
PAIN PESISIO PER EXPONING CONSTITUTION MATERIALS SMALL WORLD HOR MODERNING PERMITTING AND	Expressive Arts	l · ·		, ,	painting linked to topic	ioiiii oi art, e.g. water			
Exploring construction nuctions, small world, junk modelling.		Evaloring construction	orials small world in als madalline	Evaloring different forms of art a a drawing painting		colour paints			

Creating with Materials Being Imaginative and Expressive	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	collage, making masks and puppets, building using construction Exploring different role play areas. Building stories using props and through imaginative role play. Playing instruments – from a range of cultures		Creating mini beasts using different art forms	
UW Understanding the World: 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 in 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

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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and events		Perform Drama workshop	Pickled Pepper Bookshop-	Highgate Woods trip	Caterpillars/ Chicks	Hyde park – Princess Diana
		Father Christmas at the Lyric	Meet an Author	Dentist visit		Memorial Playground and
		Theatre			Perform Drama Workshop	Fountain
		Hannukah talk				
		Local Walks				
Celebrations		Diwali	Chinese New Year	Ramadan		
		Bonfire Night Christmas		Easter		
		Road safety week				
		Hannukah				
Key texts	A Squash and the Squeeze	The Enormous Turnip	On The Way Home	The Gruffalo	Jack and the Beanstalk	Ruby's Worry
	So Much	Traditional fairytales- Goldilocks	The Witch's Kitchen	Into the Woods	The Very Hungry Caterpillar	The Worry Monsters
	My Hair	and the Three Bears, The Three	Rosie's Walk	Revisiting traditional tales set	The Tiny Seed	The Koala who Could
	Owl Babies	Little Pigs, The Three Billy Goat's		in the woods- Goldilocks and	Titch	
	We're Going On a Bear	Gruff, Jack and the Beanstalk		the Three Bears / Little Red	Jasper's Beanstalk	
24 11 11	Hunt	and the least track to the Ford West track		Riding Hood	The Train Ride	and bearing 1910 and the country of
<u>Mathematics</u>		ematics teaching in the Early Years is to e s will be achieved through play and invol	·	* *	•	
Mastering	•	to count verbally beyond 10 and compa				
_	consecutive numbers, count	objects, actions and sounds, subitise, life	ak the number symbol with its ca	roinai number value, automatical	iv recall number bonds for numbe	rs 0-5 and some to 10. Children
Number	consecutive numbers, count will also learn to name and o		•		•	
_	will also learn to name and o	objects, actions and sounds, subitise, iif describe shapes using mathematical lang capacity. This will primarily be achieved	guage, select, rotate and manipul	ate shapes to develop spatial reas	oning, continue, copy and create	
Number Programme	will also learn to name and o	describe shapes using mathematical lang	guage, select, rotate and manipul	ate shapes to develop spatial reas	oning, continue, copy and create	
Number Programme Number Numerical patterns	will also learn to name and c compare length, weight and Understand and/or use topic	describe shapes using mathematical lang capacity. This will primarily be achieved c related vocabulary. Develop spoken la	guage, select, rotate and manipul through adult modelling, play ar nguage through play, songs, sma	ate shapes to develop spatial reas nd exploration, and through 'role p Il group work, key group time. Ide	oning, continue, copy and create play' and stories. Intify new vocabulary- bring in obj	repeating patterns and ects, pictures and photographs,
Number Programme Number Numerical patterns CL Communication	will also learn to name and o compare length, weight and Understand and/or use topic for example vegetables to t	describe shapes using mathematical lang capacity. This will primarily be achieved c related vocabulary. Develop spoken la aste. Whole EYFS Focus — C&L is devel	guage, select, rotate and manipul through adult modelling, play an nguage through play, songs, sma oped throughout the year throu	ate shapes to develop spatial reas nd exploration, and through 'role p Il group work, key group time. Ide igh high quality interactions, daily	oning, continue, copy and create olay' and stories. Intify new vocabulary- bring in obj	repeating patterns and ects, pictures and photographs,
Number Programme Number Numerical patterns	will also learn to name and compare length, weight and Understand and/or use topic for example vegetables to topic speech and language interverse.	describe shapes using mathematical lang capacity. This will primarily be achieved c related vocabulary. Develop spoken lar aste. Whole EYFS Focus — C&L is devel entions. Use of Tales Toolkit to enhance	guage, select, rotate and manipul through adult modelling, play an nguage through play, songs, sma oped throughout the year throu language and communication. W	ate shapes to develop spatial reas nd exploration, and through 'role p Il group work, key group time. Ide igh high quality interactions, daily ord of the Week to enhance child	oning, continue, copy and create olay' and stories. Intify new vocabulary- bring in objy group discussions, sharing circle ren's vocabulary.	repeating patterns and ects, pictures and photographs, es, PSHE times, stories, singing,
Number Programme Number Numerical patterns CL Communication	will also learn to name and compare length, weight and Understand and/or use topic for example vegetables to topic speech and language interventions.	describe shapes using mathematical lang capacity. This will primarily be achieved a related vocabulary. Develop spoken largeste. Whole EYFS Focus — C&L is develontions. Use of Tales Toolkit to enhance Maintaining concentration during	guage, select, rotate and manipul through adult modelling, play an inguage through play, songs, sma oped throughout the year throughout the year throughout the year throughout the year throughout pevelopment of imaginative	ate shapes to develop spatial reasing exploration, and through 'role pull group work, key group time. Ide ugh high quality interactions, daily ord of the Week to enhance child Use of repetitive story	oning, continue, copy and create olay' and stories. Intify new vocabulary- bring in objy group discussions, sharing circle ren's vocabulary. Talk for writing' – creating a	ects, pictures and photographs, es, PSHE times, stories, singing, Sharing experiences and
Number Programme Number Numerical patterns CL Communication and Language: Listening, attention and	will also learn to name and compare length, weight and Understand and/or use topic for example vegetables to topic speech and language interventisten to and understand instructions (new	describe shapes using mathematical lang capacity. This will primarily be achieved a related vocabulary. Develop spoken laraste. Whole EYFS Focus — C&L is develontions. Use of Tales Toolkit to enhance Maintaining concentration during whole class carpet sessions —	guage, select, rotate and manipul through adult modelling, play an inguage through play, songs, sma oped throughout the year throughout the year throughout the year through guage and communication. When the play is a property of imaginative language through role play	ate shapes to develop spatial reas nd exploration, and through 'role p Il group work, key group time. Ide igh high quality interactions, daily ord of the Week to enhance child	oning, continue, copy and create olay' and stories. Intify new vocabulary- bring in objy group discussions, sharing circle ren's vocabulary.	ects, pictures and photographs, es, PSHE times, stories, singing, Sharing experiences and discussing our
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		I	I			
	Showing an interest in the	Turnip)	I can describe events			
	lives of other people	Following instructions	(Chinese New Year)			
		Taking part in discussion	Listen to and talk about			
	Develop vocabulary:	Understanding how to listen	stories to build familiarity			
	Model talk routines	carefully and why listening is	and understanding.			
	through the day.	important.	Learn rhymes, poems and			
		Choose books that will develop	songs.			
		their vocabulary.				
Literacy	Selecting books to share with	,	ng to stories, particularly from 'c	ore' hook collection Sha	red reading/writing around topic	themes
Literacy	Recognise/write names	Practice Reading sessions start	Creating and describing	Author illustrator focus.	Writing workshop for parents	Applying reading and writing
	J ,	_				
Comprehension	Give meaning to marks	Recognise/write names	characters. Reading and	Traditional stories and other	and follow-up story.	skills in a range of topic-
Word reading	Environmental print and	Recognising the initial sounds in	writing speech bubbles.	stories set in the woods:	Reading and writing	based activities (gaining
Writing	symbols	words		drama, invitations, letters,	instructions for planting. Use	independence).
	Recognising the initial	Read individual letters by saying the	Blending sounds into words	retelling, sequencing.	of time connectives 'then',	
	sounds in words	sounds for them	made up of known letters.		'next', 'now'.	
	Read individual letters by	Mark making/developmental	Sequencing topic-related			
	saying the sounds for	writing. Begin to use phonic	books.			
	them	knowledge to read/write labels and	Reading some letter groups			
		signs.	e.g. 'ee' or 'igh'.			
		Simple recount writing	Reading some common			
		Stories linked to Christmas and	exception words			
		other religious festivals.	Simple recount writing			
		Reading some common exception	- mpro recommend			
		words				
Phonics	Phase 1: Daily opportunities	s to continue tuning into sounds, rhymes	and rhythms through whole class	ss and small group activities		
FIIOIIICS	Little Wandle Phase 1 and	Phase 2 sounds and corresponding	Phase 2/3 sounds and	Phase 3 sounds and	Phase 3 sounds and	Phase 3 sounds and
	2	letters.	corresponding letters. Letter	corresponding letters	corresponding letters	corresponding letters
Little Wandle	Games and activities to		names,alphabet	Reading words by blending		Phase 4 Reading words by
Phonics		Oral blending and segmenting. Reading words by blending	rhyme/songs	, ,	Reading words by blending	blending
Programme	practise hearing sounds in	, ,	, , ,	Writing words by segmenting	Writing words by segmenting	
	words and orally blending	Writing words by segmenting	Reading words by blending	Reading and writing CVC	Reading and writing CVC	Writing words by segmenting
	sounds and segmenting	Reading and writing CVC	Writing words by	Reading/writing common	Reading/writing common	Reading/writing common
	Begin Phase 2		segmenting	exception words/ tricky words	exception words/ tricky	exception words/ tricky
			Reading and writing CVC		words	words
			Reading/writing common			
			exception words/ tricky			
			words			
Handwriting	Develop fine motor skills thr	ough range of activities (see PD fine mo	tor)			
		Form letters to match sounds in word	S			
				Nelson Handwriting scheme		
DD	Children will continue to de-	 velop and refine their gross motor skills I			ny honnore halle hoonbook suit-	oor climbing frame and A
PD Physical			,			9
Physical	•	laily opportunities to develop their fine	motor skills and practise mark-m	aking in different ways, as Well as	practising to use tools effectively,	e.g. scissors and pencils,
Development:	following the whole school h	ianuwriting policy.				
Gross motor skills	a					
Fine motor skills		the woodwork area and engage in a ran				
	Outdoor gross motor skills	Using hoses, tools, clipboards and	Continue to develop fine	Use small and large	Use of tools safely, for	Outdoor P.E and athletics;
	and P.E. parachute games.	pencils etc as part of role play	motor skills such as pencils	equipment and one-handed	growing things and preparing	running races, relays.
	Experimenting with ways		for drawing and writing,	tools	food	Practising a range of physical
	of moving and avoiding		paintbrushes, scissors,		Healthy Food, drink and	skills for Sports Day
	obstacles, e.g. running,		knives, forks and spoons.	Develop fine motor control,	sleep.	
	climbing and bikes			hand/eye coordination		
				-, -, - ,		

	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		ays of traveling, traveling at different ance block with Selda	Developing ball skills/	Dance block with Selda	P.E. Floor & wall apparatus; trav balancing & climbing equipmen	
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 needsgood 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)
<u>EAD</u>		ge of media & materials, painting, printi				
Expressive Arts and Design: Creating with	Introduce art areas and workshop area for independent access.	Printing, junk-modelling, collage Colour mixing	Providing costumes and props for children to incorporate in their pretend	Talking about music, introducing kinds of music from across the globe,	Observational drawing/ painting of plants, chicks, caterpillars, butterflies.	Water colour paints and effects Creative responses to
Materials Being Imaginative and Expressive	Self-portraits.	Noticing features in the natural world- colours, textures, shapes, smells (leaf painting, bark rubbings)	play and develop storylines Retelling stories.	including traditional and folk music from Britain. Pitch matching games, call and response songs, Tapping rhythms, movement	Symmetrical butterfly painting/printing	pictures, videos, music around a water/sea theme
				and listening games		

UW	Exploring our school	Comparing and contrasting pictures,	Places of worship-	Exploring 'same' and	Life cycles and change; plants	Investing and exploring
Understanding the	environment.	stories, artefacts from the past,	understanding how places	'different' in a range of	and flowers; planting,	natural processes- ice
World:		explaining similarities and	are special to members of	contexts ('My world your	growing and harvesting crops	melting, a sound causing a
	Learning about our	differences	the community.	world')	and flowers.	vibration, light travelling
Past and Present	immediate family and		Recognising people have	Recognising some similarities		through transparent
	community. Sharing family	Visiting a local area that has	different beliefs and	and differences between life		material, an object casting a
People, Culture and Communities	pictures, books about	historical importance. Looking at	celebrate special times in	in this country and other		shadow, magnets, floating.
and Communities	different families.	the local area, drawing information	different ways.	countries- contrasting		, 18 11, 11 8
The Natural World		from maps, aerial views of the	, .	environments within both		
	Naming and describing	school setting, open space, roads,	Chinese New Year	local and national regions		
	people who are familiar to	features.		Non-fiction texts		
	them in their community		Comparing and contrasting			
	e.g. shop staff,	Comparing images of familiar	characters from stories,			
	hairdressers, the police,	situations in the past, such as	including figures from the	Exploring the natural world		
	the fire service, nurses,	homes, schools and transport	past- Fictional and non-	Animals and plants		
	doctors, teachers	Looking at chronology, events	fictional characters from a	The senses whilst outside		
	·	before children were born.	range of cultures and times			
			in storytelling	Easter activities		
		Comparing and contrasting	(Common themes- bravery,			
		characters from stories, including	difficult choices, kindness)			
		figures from the past- Fictional and	Talking about children's			
		non-fictional characters from a	experiences with these			
		range of cultures and times in	themes.			
		storytelling				
		(Common themes- bravery, difficult				
		choices, kindness) Talking about				
		children's experiences with these				
		themes.				
		Using songs, poems, puppets, role				
		play etc.				