

Merritts Brook Primary Academy Curriculum Map

EYFS Year: Nursery

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy Reading	<p>Phase 1 Letters and Sounds: General Sound Discrimination - Environmental Sounds, Body percussion, Instrumental Sounds</p> <p>*Singing Nursery Rhymes MUSIC LINK.</p> <p>*Joining in with/talking about stories.</p> <p>*Repeating key words and phrases.</p>	<p>Phase 1 Letters and Sounds: As Autumn 1 + also Rhythm and Rhyme. *Rhyming and rhythmic activities – Sound Box daily</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound, linked to weekly focus speed sounds m,a,s,d,t. (Introduce letter sound -one per week onwards) <p>Understanding that print has a purpose and a meaning</p> <p>To pronounce multisyllabic words and begin to count or clap syllables in multi-syllabic word.</p> <p>Join in with rhymes and rhyming stories.</p> <p>Engage in extended</p>	<p>Letters and Sounds Phase 1 (RWI sounds)</p> <p>Rhyme and Rhythm, Alliteration.</p> <p>*Rhyming and rhythmic activities – Sound Box daily.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound, linked to weekly focus speed sounds l, n p, g, o <p>* Count or clap syllables in a word- dinosaur names.</p> <p>*Engage in extended conversations about stories, learning new vocabulary. Focus on characters and settings.</p> <p>*Also focus on</p>	<p>Letters and Sounds Phase 1 (RWI Sounds)</p> <p>*Rhyme +Alliteration. Voice Sounds.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound, linked to weekly focus speed sounds c, k, u, b, f ,e <p>*Describes main story events and principal characters.</p> <p>*Suggests how the story might end building confidence.</p> <p>*Story structure</p> <p>*Language choices.</p> <p>*Also focus on developing - spotting and</p>	<p>Letters and Sounds Phase 1/2 (RWI) Phase 1: Oral blending and segmenting. Voice Sounds</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound, linked to weekly focus speed sounds l, h, r, j, v. <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>*Focus on story settings and characters.</p> <p>Continue to develop rhyme - spotting and suggesting.</p>	<p>Letters and Sounds Phase 1/2 (RWI) Phase 1: Oral blending and Segmenting – assisted. (For HA independent.) Getting ready for Reception:</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound, linked to weekly focus speed sounds y, w, z, x, sh. <p>Really focus on Understanding the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top

		<p>conversations about stories, learning new vocabulary. Repeat key phrases from a story.</p>	<p>spotting and suggesting rhyme-main focus of the story.</p> <p>Ongoing: Understand key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom 	<p>suggesting rhyme</p> <p>Ongoing: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>Ongoing: Understand key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom 	<p>to bottom</p> <ul style="list-style-type: none"> • the names of the different parts of a book • page sequencing <p>Consolidate rhyming and work on syllables. Engage in extended conversations about stories, learning new vocabulary. Consider deeper meaning in stories; inference, yes/no relationships.</p>
<p>Literacy Writing</p>	<p>Emergent mark making – develop confidence in making marks using a range of different tools and mediums. Drawing lines and circles Talk about drawings and marks.</p>	<p>Emergent mark making Using marks that stand for their name on their firework picture.</p> <ul style="list-style-type: none"> •To use some of their print and letter knowledge in their early writing and learn new vocabulary. <p>Writing is linked to our focus story or</p>	<p>Encourage children to make marks in writing area – give meaning to marks.</p> <p>*Begin to introduce giving meaning to the marks in their environment.</p> <ul style="list-style-type: none"> •To use some of their print and letter knowledge in their early writing and learn new vocabulary. 	<p>*Ascribe meaning to marks they see in different places.</p> <p>*Making marks for a range of different purposes – letter, invitation, list, postcard.</p> <p>To use some of their print and letter knowledge in their early writing and learn new vocabulary.</p>	<p>* Making marks for a range of different purposes – including maps, labelling.</p> <p>To use some of their print and letter knowledge in their early writing and learn new vocabulary.</p> <p>Building on hearing, saying and writing sounds they can</p>	<p>Closing the gaps in final term. Emergent mark making Name writing Use of initial sounds in writing. Use of letters in writing. Ascribe meaning to marks</p> <p>Building on hearing, saying and writing sounds they can hear in words. Initial</p>

		<p>topic every week.</p> <p>Introduce Grandma Fantastic 'Rainbow Writing' - Week 2 -Feeling Week 3/4 -Noticing Week 5 -Action Week 6- Feeling Week 7- Checking</p> <p>Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds m, a, s, d, t.</p>	<p>Writing is linked to our focus story or topic every week.</p> <p>Grandma Fantastic 'Rainbow Writing' - Week 1-Touch Week 2 - Feeling Week 3 -Imagining Week 4 -Action Week 5 -Noticing Week 6-Tasting Week 7- Checking</p> <p>Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds.</p>	<p>Write some or all of their name</p> <p>Grandma Fantastic 'Rainbow Writing' - Week 1- Smelling Week 3 - Feeling Week 5 -Action</p> <p>Grammaristic's Writing Focus: Use some of their print and letter knowledge in their early writing. Beginning to hear, say and 'write' sounds they hear in CVC words -linked to speed sounds taught so far. Week 2: fin, cap, dig. Week 4: bug, bag, bat Week 6: net, pen, bed</p> <p>Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds.</p>	<p>hear in words. Initial Sounds or more. Write some or all of their name - developing letter formation.</p> <p>Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds.</p> <p>Grandma Fantastic 'Rainbow Writing' - Week 1-Tasting Week 3 - Noticing Week 5 -Imagining</p> <p>Grammaristic's Writing Focus: Use some of their print and letter knowledge in their early writing. Beginning to hear, say and 'write' sounds they hear in CVC words -linked to speed sounds taught so far. Week 2: hen, hat, hot</p>	<p>Sounds or more. Write some or all of their name - developing letter formation.</p> <p>Develop the ability to write some letters accurately/in a recognisable way – linked to focus sounds.</p> <p>Grandma Fantastic 'Rainbow Writing' - Week 1-Action Week 3 - Asking Week 5 – Touching</p> <p>Grammaristic's Writing Focus: Use some of their print and letter knowledge in their early writing. Beginning to hear, say and 'write' sounds they hear in CVC words -linked to speed sounds taught so far. Week 2: wet, bin, net Week 4: leg, hop,</p>
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					Week 4: jet, jam, jug.	log
Key Texts	<p>Autumn 1</p> <ul style="list-style-type: none"> *Nursery Rhymes - Rhyme/historical *Dear Zoo - Fiction *Oh Dear- Fiction *Owl Babies- Fiction Shark in the Park- Fiction/Humour *One Love- Cedella Marley It's Good to be me. Fiction *It's okay to be different – Fiction *Hair Love – Matthew A Cherry 	<p>Autumn 2</p> <ul style="list-style-type: none"> *London's Burning – Historical Rhyme *Firefighter -non fiction *Welpant the fire safety *Elephant/Firefighters non-fiction *Goldilocks and the three Bears- Fiction *Elmer -Fiction *Brown Bear, Brown Bear what do you see? -Fiction *We're Going on a word hunt in our town.-Non-Fiction *Stickman- Fiction/Rhyme *One Winter's Day- Fiction *The Christmas Story 	<p>Spring 1</p> <ul style="list-style-type: none"> *Dinosaur – Fiction Dinosaur Roar - Fiction Harry and his Bucketful of Dinosaurs Stories – Fiction Chinese New Year – Non Fiction Saturday Night at the Dinosaur Stomp - Fiction/Rhyme Oi Frog – Rhyming 	<p>Spring 2</p> <ul style="list-style-type: none"> The Very Hungry Caterpillar -Fiction We're Roaming through the Forest - Fiction Explorers of the Wild We're Going on a Bear Hunt – Fiction/Rhyme Fiction/Rhyme Walking through the Jungle -Fiction Rosie's Walk -Fiction On the Farm -Non Fiction We're Going on an Egg Hunt -Fiction 	<p>Summer 1</p> <ul style="list-style-type: none"> Amelia Earhart - Little people, Big dreams. - Biography Train Ride -fiction/ rhyme Whatever Next-Tall tale/ fiction Handa's Surprise - Fiction Handa's Hen - Fiction If I were an Astronaut/Space 	<p>Summer 2</p> <ul style="list-style-type: none"> Commotion in the Ocean - Fiction/rhyme Somebody swallowed Stanley- environmental Rainbow Fish- Fiction/fable Over and under the pond, In the small, small pond Sharing a Shell - Fiction/rhyme The singing Mermaid - Fiction/rhyme If you ever, ever, ever, See a Whale- Poem
Mathematics Number	<p>Take part in number rhymes -up to 3 consistently.</p> <p>React to changes of amount in a group of up to 3 items.</p> <p>Reciting some numbers in order</p> <p>Experimenting with marks to represent number/quantity</p> <p>Showing number fingers.</p> <p>Compare amounts - introduce language 'same' 'more' 'lots.'</p>	<p>Number rhymes</p> <p>To use fingers or marks to represent numbers up to 5</p> <p>To begin to link numerals and amounts.</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p>	<p>Number rhymes</p> <p>To count a set of objects, saying one number for each item in order up to 5.</p> <p>To know that when I count a group of objects, the number name I assign to the final object is the total number of objects in that group.</p>	<p>Focus on matching number and quantity correctly.</p> <p>Recording numbers</p> <p>To solve real world mathematical problems with numbers up to 5</p> <p>To record quantity using number marks.</p> <p>Begin to separate a group of 3 or 4 objects in different ways recognising</p>	<p>To match numeral and quantity in play. Linking number and amount.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Closing the gaps in final term.</p> <p>Consolidate all Number outcomes – Subitising</p> <ul style="list-style-type: none"> -counting -cardinal principal -ordinal numbers -Representing numbers -Recognising numerals - Maths problems -Compare

		<p>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Develop Counting skills</p> <p>Begin to match number and quantity</p>	<p>To begin to Link some numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>that the number is still the same. Compare 2 groups – say when it is the same.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>To quickly recognise a group of up to 3 objects, without having to count them individually. Subitise.</p> <p>To record using symbols and numerals.</p>	<p>quantities.</p>
<p>Mathematics Numerical Patterns</p>	<p>Compare sizes, weights – using gesture and language – bigger/little/smaller, high/low, tall, heavy. Grouping objects together that are the same shape/size. Begin to use shape language. Know some time based words – now, next, tomorrow... (history link)</p>	<p>To begin to talk about and explore 2D shapes -make a town house.</p> <p>To talk about and explore 2D shapes - circle -linked to Winter and Snowman.</p> <p>Begin to use informal and mathematical language – round, pointy, sides, corners to talk about shapes.</p>	<p>Introduce pattern-notice and talk about patterns – 'spotty,' 'stripy,' 'blobby...'</p> <p>To begin to extend an ABAB pattern.</p> <p>To talk about shapes as they explore them to make a model -continue to build on language – 'sides,' 'corners.' Make shape dinosaurs.</p>	<p>Make comparisons between objects relating to length.</p> <p>Describe a familiar route. Positional Language</p> <p>Categorising objects according to properties of colour – sorting/matching. Making/ recognising patterns. Using shapes appropriately.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Combine shapes to make bigger ones.</p>	<p>To Notice and correct an error in a repeating pattern To match numeral and quantity.</p> <p>To create an ABAB music and movement pattern.</p> <p>To begin to describe a sequence of events, real or fictional, using words such as</p>

			<p>Categorising objects according to properties of shape</p> <p>Comparing Size Exploring shapes – construction/ Environment.</p>	Talking about shapes of everyday objects.		<p>'first', 'then...</p> <p>Make comparisons between objects relating to capacity. Make comparisons, using language of measure between objects relating to weight.</p>
Topic	All about me. Autumn	Colour Autumn/Winter	Dinosaurs Winter	Explorers Spring	Explorers Spring/Summer	Water Summer
<p>PSED</p> <p>All British Values are embedded in all of the PSED Teaching and Learning.</p>	<p>Beginning to make relationships Separate/ parents' carers Explore new environment – select activities Est. Routines/rules - including beginning to share and take turns.</p> <p>British Values Link: We are learning to all be a Nursery family where we: All have equal rights, the right to choose, have our own ideas and voice, follow the same rules and respect each other.</p> <p>Begin to explore feelings. Daily timetable</p>	<p>Making relationships Selecting resources Sharing Talking about likes, dislikes Feelings Introduce team work</p> <p>Know that actions can hurt others feelings. – Rule of Law.</p> <p>All of the above links to our British Values T+L: Democracy, Individual liberty, Mutual Respect, Rule of Law.</p>	<p>Show Interest in others, develop playing together and sharing ideas – Mutual Respect, Individual Liberty: Respond to what other children are saying. Discuss feelings more independently– Develop turn taking and sharing Encourage conversations about home life.</p> <p>Develop understanding of</p>	<p>Making Relationships/ develop each other's play. Respond to other children's wants and needs – Rule of Law, Mutual Respect. Managing feelings and behaviour. Understanding feelings. Encourage conversations about home life – link to daily talking time – Learning to celebrate our differences in terms of culture and</p>	<p>Play in a bigger group – extending and elaborating play ideas. Mutual Respect, Individual Liberty Carrying out small tasks for others. Begin to adapt to changes happening to become Reception ready – eat Lunch one a week at Nursery. Showing confidence in a new social situation. Share playground with Reception at break time – Link to Mutual Respect, Rule of Law.</p>	<p><u>Transition: all British Values link to this transition</u> Copes with changes to routines/new social situations. Aware of own feelings and talk about them.</p> <p>Understanding others feelings.</p> <p>Talk with others to solve conflicts.</p>

	Building confidence		rules and why they are important.	religions.	Begin to find their own solutions to conflicts in an appropriate way.	
Jigsaw – PSHE	Being Me in my World Feelings How our action affect others Belonging Our Rights	Celebrating Difference What am I good at? I'm Special Family Home	Dream and Goals Challenge Never give up Setting goals Obstacles and the future.	Healthy Me Exploring our bodies Being Healthy Sleep Washing hands No to strangers	Relationships Family Making Friends Being a kind friend What makes a kind friend, does not make a kind friend	Changing Me Parts of my body How I am changing and growing Starting School
PD Gross Motor/Fine Motor	Self-Care using the toilet. Washing hands Being safe in nursery – recognising some danger and asking adults for support. Gross motor movement – Moving body in lots of different ways. Name key body parts. Movements – walk, run, jump, roll. Begin to ride a push along/scooter. Fine Motor: Using a range of one-handed tools. Beginning to use three fingers to hold a writing tool. Drawing a simple shape -round, up, down.	Developing self-care using toilet. Firework safety. Gross motor movement – Moving body in lots of different ways. Fundamentals Unit 1 Developing balance Running and stopping Changing direction Jumping and landing hopping and landing different ways of travelling -using steps/stairs. To use large-muscle movements to wave flags and streamers – make Firework shapes.	Gross Motor Ball Skills Unit 1 Rolling ball to a target Stopping a rolling ball. Develop accuracy when throwing to a target Develop bouncing and catching a ball. Develop dribbling a ball with your feet. Kicking a ball. Fine motor: Letter formation l,n,p,g,o Using pencils daily – grip/control. use of one-handed tools...	Gross Motor Dance Unit 1 To explore different body parts and how they move – heads, Shoulders, knees and toes. Remember and repeat actions Communicate ideas through movement -explore directions and levels. Perform different dance patterns. Copy and repeat actions. Move with control and co-ordination, linking, copying and repeating actions. Fine motor: Letter formation c, k, u, b, f, e Self-Care: Make healthy	Gross Motor Gymnastics Unit 1 Copy and create shapes with body Create shapes on apparatus Balance and take weight on different parts of the body. Develop jumping and landing safely. Developing rocking and rolling the body. Build a short sequence -linking actions together. Fine motor Letter formation l, h, r, j, v. Continue to develop control and co-ordination when using one handed tools.	Gross Motor Games Unit 1 To work safely and further develop running and stopping. To develop throwing and learning how to keep score. Play games focusing on different roles within it. Follow instructions and move safely when playing tagging games. Co-operate with others and learn to take turns in team games. Fine motor: Letter

		<p>Fine Motor: Letter formation: m, a, s, d, t To use one handed tools and equipment: scissors, sewing needles.</p>		<p>choices – food, drink, activity, tooth brushing.</p>	<p>Self-Care: Develop more independence in all self-care routines, as we bring lunch to Nursery -transition.</p>	<p>formation, y, w, z, x, sh. Self-Care: Develop more independence in all self-care routines</p>
<p>CAL All CAL is ongoing and underpins all aspects of the EYFS curriculum. All Learning Outcomes are an ongoing focus and linked to all aspects of learning.</p>	<p>(See Literacy also) Tuning in to sounds and Linking sounds to objects. Using simple sentence – linking 5 words together. Use speech sounds p, b, m, w etc. Pronounce some multi syllabic words. Use a range of words – descriptive, language of time, space, function, pronouns, positional and action. Simple question words – who/what/where/when. Sing Nursery rhymes.</p>	<p>(See Literacy link) Prepositional language Story re-tell Language of function. Talk about food at home Understand and answer a what, where/how question linked to a book To use pronouns correctly-link to characters in the stories. To know and use words for time. Able to follow directions. Respond to simple instructions.</p>	<p>(Literacy link/Daily phonics.) Discuss Dinosaurs 'Responding to simple questions – How' and 'why'. Continue to focus on building a wider range of vocabulary. Listen to one another in small groups -build on developing conversational language. Introduce new songs to add to repertoire. Daily story time – joining in with stories, giving meaning to words, describing characters, settings.</p>	<p>Speaking focus – scaffold according to individual need. Begin to use complex sentences to link thoughts. Retelling events in order Using talk to connect ideas, explain what is happening and what might happen next. Recall and relive past experiences.</p>	<p>To be able to express a point of view and to debate when they disagree. Use a wider range of vocabulary Understand 'why' questions -linked to texture language. To pronounce multisyllabic words and begin to count or clap syllables in a multi-syllabic word. Recall and relive past experiences, use vocabulary about home and family. Talk about experiences in Nursery.</p>	<p>Closing individual gaps in learning – scaffolding Remembering longer stories. Developing and using the wider vocabulary Tell a long story. Continue to build debating Range of tenses. Use of intonation and phrasing Use talk to pretend objects are something else in play.</p>

<p>UW with Links to Early History Knowledge and Skills</p> <p>When building early Historical Skills, there are Key cross curricular links to the following EYFS Aspects of Learning: Past and Present, People Culture and Communities, Communication and Language and Personal, Social and Emotional Development. All subjects are taught through topics with a thematic approach to teaching and learning; however, adults will make it explicit to children when they are</p>	<p>All about me and my Family – Personal History. <u>Question: What is special about my own history?</u></p> <p>To know that they have their own history and so does their family. To talk about changes over time –this includes talking about how they and members of their family have changed over the years. Begin to sequence simple events in a chronological order, for instance talk about their daily routine as this links to their immediate history. To remember and talk about significant events in their own experiences – birthday’s, traditions, key celebrations, this may even include days out, visits to key places – these are all ‘historical’ events for the children that have taken place in their past.</p>	<p>All about me and my Family – Personal History. <u>Question: What is special about my own history?</u></p> <p>To know that they have their own history and so does their family. Know The toys I play with and clothes I wear today have changed from when I was a baby and will keep changing as I grow older. The toys my grandparents played with in the past and the clothes they wore were different to what I play with and wear today. Know time related vocabulary – today, tomorrow, past, yesterday, future, next, soon. Knowing that there are special days linked to time that we celebrate - Remembrance Day, Fireworks/Bonfire night – things that happened in the past – a long time ago. Begin to learn that we have a Queen –</p>	<p>History of Dinosaurs <u>Question: What was it like to be a dinosaur long ago?</u></p> <p>To identify some similarities and differences between ways of life at a different time, such as in the Jurassic and cretaceous periods when Dinosaurs roamed the Earth instead of humans. Dinosaurs used to walk the earth – a long time ago, in the past -they no longer do now. (extinct) Develop knowledge about dinosaur’s habitat, diet, movement, daily life, communication. Use, explore, talk and ask questions about historical sources, such as photographs, the internet, books and artefacts to find out things that are from the past.</p>	<p>Explorers <u>Question: Who was Amelia Earhart and Why was she important?</u></p> <p>Know that people a long time ago did things that make a difference to our lives today– Amelia Earhart.</p> <p>Know that people’s actions have changed history (Explorers) – such as Amelia Earhart.</p> <p>Show interest in different occupations and ways of life – through history. Develop knowledge about the famous explorer and pilot: Amelia Earhart was a pilot a very long time ago. A pilot is someone who flies an aeroplane. An aeroplane is a metal machine that can fly in the sky as it has wings and an engine that makes it move. Amelia had to wear a special suit to fly in, trousers, a hat and goggles most girls in the past wore dresses when Amelia was a young girl. Aeroplanes looked very different in the past – Amelia flew a small open plane with enough space for two people. Today we have lots of different types of planes that look different.</p>	<p>To remember and talk about significant events in their own experiences – making sense of their own life story.</p> <p>Focus on the history of our Nursery year.</p> <p>Continue to build positive attitudes about differences between people – link this to transition and moving to Reception.</p> <p>Reflect and revisit special times and changes.</p> <p>Cope with the changes that will be coming in the future as they move to the next year group.</p>
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<p>learning key History skills and are being 'Historians.'</p>		<p>that she is special.</p>			
<p>UW with Links to Early Geography Knowledge and Skills</p> <p>When building early Geographical Skills, there are Key cross curricular links to the following EYFS Aspects of Learning: People, Culture and Communities, the World, Communication and Language and Personal, Social and Emotional Development. All subjects are taught through</p>	<p><u>All about me Personal Environments.</u> <u>Question: What makes where I live special?</u> To be able to comment and ask questions about aspects of their familiar world. Talk about key features within their own local area Focus on their new school.</p> <p><u>School landmarks indoors and outdoors</u>– these include the playground, classroom, office, buildings, the office, the hall. Introduce a very simple pictorial map of school and Draw a map of school to help us to find our way</p> <p>Begin to recognise change in the world around them – Autumn – weather, weather</p>	<p><u>All about me and my Family – Personal Environments.</u> <u>Question: What makes where I live special?</u> To be able to comment and ask questions about aspects of their familiar world, such as the place that they live.</p> <p>Talk about key features within their own local area — such as places and objects that they pass on the way to school each day, shops, signs, traffic lights, a hill, a park, a road etc. To be able to use their local area to explore both built and natural environments – Understand that they</p>	<p><u>Dinosaurs</u> <u>Question: What was it like to live as a Dinosaur?</u> To recognise similarities and differences between different human and physical aspects of geography and be able to talk about them. Compare different dinosaur environments – forest, desert, sea. Talk about what they see in pictures/photos.</p> <p>Explore collections of materials with similar and/or different properties. Make our own Dinosaur Swamp.</p> <p>Explore the changes in weather when dinosaurs walked the earth – hot, dry</p>	<p><u>Explorers Topic</u> <u>Question: We're off on an adventure, what will we see?</u> To recognise similarities and differences between different human and physical aspects of geography and be able to talk about them.</p> <p>Explore different countries around the World and Space. Begin to make simple comparisons. Explore and celebrate differences between people and countries in the World.</p> <p>Show interest in different occupations and different ways of life, differences they see.</p> <p>Learn about different environments: Introduction to new language and the word knowledge that is linked to this. In its simplest form: develop knowledge about, what is a...beach, seaside, caves, jungle, forest, savannah, island, desert, forest, rainforest, mountain? (Learning is linked to key stories and their settings and characters.)</p> <p>Use a range of sources, such as photographs, the internet, videos and pictures to explore different environments and talk about what they see. Understand that they live in a country –</p>	<p><u>Water topic:</u> <u>Question: Where in the World do we find water?</u> To be able to name and talk about some of the things they have observed such as natural and found objects. To use appropriate key vocabulary to talk about physical and human geography, such as 'ocean, lake, pond, waterfall, cliff... Show understanding of what these words mean and use them appropriately when talking about places. To recognise similarities and differences between different</p>

<p>topics with a thematic approach to teaching and learning; however, adults will make it explicit to children when they are learning key Geography skills and are being 'Geographers.</p>	<p>symbols.</p>	<p>live in a town – Northfield and what a town is.</p> <p>Begin to recognise change in the world around them – Autumn changing to Winter weather, weather symbols.</p>	<p>weather that changed to cooler, wetter conditions.</p> <p>Begin to recognise change in the world around them – Winter weather, weather symbols. Understand the basic seasonal cycle.</p> <p>UW celebrating Diversity - understanding that children in China have a different history to ours etc...</p>	<p>there are lots of different countries all over the World that we can explore.</p> <p>Begin to recognise change in the world around them –Winter changing to Spring - weather, weather symbols.</p>	<p>human and physical aspects of geography and be able to talk about them, commenting on things they like and do not like.</p> <p>Talk about where they might see these features in their environment.</p> <p>Develop subject vocabulary.</p>
<p>UW with Links to Early Science Knowledge and Skills</p> <p>When building early Scientific Skills, there are Key cross curricular links to the following EYFS Aspects of Learning: People, culture and Communities, the World, Communication</p>	<p>Explore natural materials, indoors and outdoors.</p> <p>Begin to make connections between the features of their family and other families.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Link to the changes that Autumn is beginning to bring.</p>	<p>Can talk about what they see, using a wider vocabulary.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth and changes over time -plant and animal/human.</p> <ul style="list-style-type: none"> •To know the names of objects within their immediate environment – tree, flower, grass, animals, types of 	<p>Can talk about some of the things they have observed...</p> <ul style="list-style-type: none"> •Know that animals are living things – link learning to dinosaurs and their own pets/animals common in different habitats – Jungle, Savannah etc. •Know that animals have similarities and differences and can be grouped for different reasons: habitats, feeding- link learning to dinosaurs and animals that they may have as pets: dogs, cats, rabbits. <p>Begin to consider caring for and respecting the natural world.</p> <ul style="list-style-type: none"> •Know that substances – such as water and foods can be changed over time if they get too hot or too cold. 	<p>Talks about why things happen and how things work.</p> <ul style="list-style-type: none"> •Explore and talk about different forces they can feel. Know that if you push or pull something it will move. (Forces in action – PD, water/sand.) •Know that if you push something hard it will go faster, or slower if you push something softer. •Know that if you 	<p>Know that materials can be changed by being pushed or pulled – or by melting or freezing.</p> <ul style="list-style-type: none"> •Know that water can look different – it can be water, ice, steam. •Know that water can be melted/frozen. •Know that some objects sink in water and some objects float. •Know that there are different types of materials that

<p>and Language, Physical Development and Personal, Social and Emotional Development. All subjects are taught through topics with a thematic approach to teaching and learning; however, adults will make it explicit to children when they are learning key Science skills and are being 'Scientists.'</p>	<ul style="list-style-type: none"> •To know that they are a human/alive and have similarities and differences to their friends and family members – hair, eyes, skin... •Know the name of some body parts: head, body, arms, legs, hands, feet. Eyes, nose mouth, ears. •Know that they have grown from a baby, into a toddler and are now a young child and they will keep growing - becoming an adult one day. 	<p>weather.</p> <ul style="list-style-type: none"> •Know that plants are a group of objects that have similarities: they have leaves, flowers, are usually green and they grow. •Know that plants need water and light to grow. <p>Autumn – know that it is Autumn, the weather is colder and leaves change colour and fall off of the trees.</p>	<p>To know that the Winter and Spring seasons bring changes to the weather, changes to trees, and that lots of new young animals are born – such as lambs, chicks, calves – focus on knowing the names of these animals and matching mother to baby.</p>	<p>push something it will move in the direction that you push it.</p> <p>Explore the concept of growth, decay and change -how a banana changes over time.</p> <p>Explore collections of materials with similar and/or different properties -shadows and how light passes through materials.</p> <p>Talk about the differences between materials and changes they notice. Cooking, melting and freezing.</p>	<p>have different uses and some are grouped together- hard, waterproof.</p> <ul style="list-style-type: none"> •Know the name of some creatures that live in the ocean. <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> •Know that we must not throw litter in to seas, oceans, rivers because it could harm sea life and the water.
<p>Technology This is a resource to support teaching and learning throughout all aspects.</p>	<p>Turn on simple technology/ make mechanical toys work. Using technology in Small world play (ongoing throughout the year) Internet safety – focus throughout</p>	<p>Technology: Shows interest in making technological toys work – including toys with leavers, flaps, kindle.</p> <p>Use a kindle to take a photograph. Be able to switch a technological object on.</p>	<p>ICT in daily Nursery life – operate a kindle, technological toy, use the interactive White board, give Alexa a command. Know computers can be used to find out information – with support use Google to research the learning topic.</p>	<p>Complete a computer programme – i.e. Purple Mash with increasing independence.</p>	<p>Use a range of technology daily with increasing independence to support learning across the curriculum.</p>

<p>EAD</p> <p>Including reference to MUSIC DEVELOPMENT MATTERS IN THE EARLY YEARS (Non Stat Guidance)</p> <p>Aspects of musical learning and development:</p> <p>Hearing and Listening Vocalising and Singing Moving and Dancing Exploring and playing</p>	<p>Exploring sounds through singing and instruments. Singing songs/rhymes Moving to music Role play – pretend in play</p> <p>Explore different construction materials to make models.</p> <p>MUSIC: Describing music and tuning in to familiar sounds – instrumental sounds, general sound discrimination, environmental sounds, body percussion.</p> <p>Moving to different rhythms, instruments and sounds.</p>	<p>Explore sounds – changing sounds. Music and movt Building up a range of songs-remember and sing entire song Moving rhythmically to music and dancing Identify and match instrumental sounds.</p> <p>Role Play being Firefighters – link to Bonfire Night -taking part in simple pretend play.</p> <p>Make imaginative and complex small worlds – build their own town out of construction.</p>	<p>Create closed shapes – using these to represent objects. Join materials and explore textures.</p> <p>Construct with a range of construction materials and tools - with a purpose.</p> <p>Imaginative/pretend play – dinosaurs Songs and dancing – making instruments for Dinosaur Stomp Tapping out rhythms</p> <p>Use props to support role play (Ongoing) Design and build our new role play are- using different materials.</p> <p>Building up a range of songs – creating their own songs, changing words in a song. Listen with increased attention to sounds.</p> <p>Take part in a Chinese Dragon Dance and play instruments to</p>		<p>Develop role play area with children – focus on Journeys, modes of transport, camp site. Explore texture and materials Develop ideas and then decide which materials to use to express them. Kente cloth patterns.</p> <p>Exploring sounds, making up songs and chats Making up rhythms Use construction materials to make transport – joining and stacking materials. Build stories around toys-using an object to represent something else even though they are not similar.</p> <p>Increasingly be able to use and remember</p>	<p>Closing individual gaps in learning Sings to self and makes up simple songs. Builds stories around toys. Realises tools can be used for a purpose – ongoing.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in pretend play based on own first-hand experiences.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs/improvise a</p>
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EAD with Links to Early ART AND DESIGN			Chinese music in celebration.		<p>sequences and patterns of movements which are related to music and rhythm.</p> <p>Sing pitch and melodic shape (moving melody, such as up and down, down and up) of familiar songs – including African music.</p> <p>Use drawing to represent ideas like movement or loud noises. Draw a moving train.</p>	song they know.
	<p>Due to the nature of Early Years teaching and learning, Expressive Arts and Design will be taught as part of the wider Curriculum and all art disciplines will be covered throughout the Nursery and Reception Year linked to topics and themes. The EYFS EAD long term plan will not be planned in half termly blocks like Key Stage 1 and 2.</p> <p>(In Nursery and Reception emphasis will be placed on the creative process, not the finished product. At this early stage, art is primarily about the children's exploration and engagement with a variety of media and materials in the world around them – finding out what things are all about and what they can be made to do. It is also about the children developing their knowledge and understanding of language and fine motor skills.)</p>					
	<p><u>Drawing</u> <u>Knowledge: Art Practice</u> Make marks intentionally using a range of tools...</p> <p>Marks can be made in many ways, using lots of different tools – man made and natural.</p>	<p><u>Painting Knowledge: Art Practice</u> Paint lines and circles using gross motor movements. Uses one-handed tools and equipment.</p>	<p><u>Sculpture</u> <u>Knowledge: Art Practice</u> Beginning to be interested in and describe the texture of things. Uses various construction materials.</p>	<p><u>Collage</u> <u>Knowledge: Art Practice</u> Beginning to be interested in and describe the texture of things. Uses various construction materials Uses one-handed</p>	<p><u>Printing</u> <u>Knowledge: Art Practice</u> Uses one-handed tools and equipment. Beginning to be interested in and describe the</p>	<p><u>Textiles</u> <u>Knowledge: Art Practice</u> Uses one-handed tools and equipment. Beginning to be interested in and describe the</p>

<p>Knowledge and Skills</p>	<p>Explore basic drawing movements, lines, circles, up, down, around. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects in drawing.</p> <p>Art Theory: Drawings can be used to express feelings, ideas, experiences. Give meaning to our drawing marks. What is an Artist – show interest in this occupation. Name at least 4 colours.</p> <p>Artist:</p> <p>Themselves as an artist.</p> <p>Exploring making marks and giving a meaning to them.</p>	<p>Explore different paint brushes – thick thin and the effect.</p> <p>Explores colour and how colours can be changed – mix paints. Add water to paint – explore the change. Use different paints explore paint as a material– ready mix, powder.</p> <p>Art Theory: Artists use paintings to express their feelings, ideas, experiences.</p> <p>Famous artists paint pictures that hang in a special building called a gallery or museum.</p> <p>Key Artists: Mondrian – his use of colour and shape in his work.</p> <p>Jackson Pollock – use drip and splat technique.</p> <p>Look at talk about what we like and dislike in the work of Mondrian and</p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Learn that a sculpture is a piece of art that is 3d (not flat.) Sculptures can be made out of anything – paper, sand, mud, junk modelling, objects, play dough, clay etc...</p> <p>Explore materials and mould them in to different shapes (forms) with our hands by pressing, pushing, rolling, pinching, hammering, stretching. Explore how Sculptures can feel different – some are smooth, rough, hard, bumpy...</p> <p>Art Theory Explore the</p>	<p>tools and equipment.</p> <p>Know that a Collage is a piece of art made by placing objects, paper, fabric or photographs on to a flat surface to create a new picture. Know that, You can choose any materials to make a collage. Know that, Collage can be stuck down or it can be just placed. Explore collage using natural and man made objects.</p> <p>Art Theory Collages can share/show ideas, thoughts, feelings and experiences. Collages can be about things we have seen or experienced. We can talk about a collage and what it means. Collage materials have different textures – they can feel different – some</p>	<p>texture of things. Know that Printmaking is making art by printing pictures. Know that Printing means to move a design on to paper or another material -moved from one place to another.</p> <p>Explore printing using different tools, objects, hands, feet. Focus on the skill of printing, push down, rub and life the printing object.</p> <p>Direct Printing.</p> <p>Art Theory Know that Artists make prints, they are called Printmakers. Know that Some famous print makers sell their work for lots of money.</p> <p>Key Artist: Paul Klee was a famous artist who used lots of colours in his paintings and prints.</p>	<p>texture of things.</p> <p>Explore lots of different materials, what they look like, feel like and are used for.</p> <p>Know that the word textile is used to describe lots of different materials. Know that use lots of different textiles/materials when we make collages or sculptures. Know that Textiles are used to make clothes, blankets, furniture etc.</p> <p>Explore Wool and cotton.</p> <p>Explore and carry out the skill of Weaving. Art Theory Explore different materials, what they are called, use senses to explore them.</p> <p>Develop language to be able to talk about how they feel – smooth,</p>
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		Pollock.	<p>occupation of a sculptor – what a sculptor is, skills and techniques involved. Know that a sculptor explores different natural and man-made materials. Sculptors have to think about what materials look and feel like and how they can be changed in to different shapes.</p> <p>Key Artist: Eric Carle who wrote the Hungry Caterpillar made sculptures of animals. His sculptures were made from metal.</p>	<p>are smooth, rough, hard, bumpy...</p> <p>Key Artist: Kurt Schwitters -he used all kinds of objects and textures in his collages. He used paper, sweet wrappers, train tickets, newspaper.</p>	<p>One of Paul Klee's famous pieces of art was called 'Castle and sun.' The painting is made up of lots of different shapes and bright bold colours.</p>	<p>bumpy, rough...</p> <p>Cotton and wool – where do these come from in their simplest terms?</p> <p>Key Artist:</p> <p>Themselves – this discipline focuses on their exploration of materials on a rich sensory level.</p>
'Engage' Memorable Experience	My Family Snack Morning The Lost Teddy needing looking after. 'Nursery Celebration' Sharing our First half term in Nursery	Fire Station Colour Explosion	Dipsy the Dinosaur Arrives Plan and enjoy a Dinosaur Stomp	Barnaby bear arrives – our new explorer friend	The Mystery Postman delivers a parcel - Explorer Back pack' – what's inside? Who does it belong to?	Silver mist the Water Fairy Have an under the Sea Party
Trips/Visitors	Parents visit Nursery Family Snack Morning	Christmas Craft	Parents visit Nursery Weekly Parent Reading Groups	Parents visit Nursery Weekly Parent Reading Groups.	Parents Reading Groups Explorer visit	Sea Life Centre Trip To support our learning about sea creatures.
Role Play Areas Inc Writing Opportunities	Home corner (Shopping lists) Doctors (Appointments)	Fire Station (Bonfire) Colour Potion Lab (Writing potions and potion ingredients list)	Dinosaur Cave – (Mark make Dinosaurs) Jeep Dinosaur Museum	Explorer Base Camp	Explorer Cave Campsite (Mark making maps)	Reception Classroom Role play (Transition support)

Parental Involvement Opportunities	*Home visits *Parents settle children each morning *Parent attend snack morning. *Induction 5 per day week 1 – parents' photo.	*Parent Workshop Phonics *Colour Explosion *Christmas Singing *Reading Breakfast *Christmas Craft *Parent/teacher target setting	*Dinosaur Stomp *Weekly Story times *Parent Workshop Mark Making *CAL Workshop for Parents	*Weekly Story times *Parent/teacher target setting *Parent Workshop Maths	Bear Hunt Weekly Story times Soft Start Session *Parent Workshop PSED +Understanding the World.	Meet New Friends and Play afternoon - Transition Nursery Graduation Parents Evening Soft Start Session
Religious/ Festivals/ Special Events (Linked to People and Communities and Personal, Social and Emotional Development.)	Discovery RE Theme: Special People Key Question: What makes people special? Religions: Christianity and Judaism Diwali Harvest Festival - additional celebration whole school	Discovery RE Theme: Christmas Key Question: What is Christmas? Religion: Christianity Remembrance Day	Discovery RE Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Chinese New Year – link to British Values – different beliefs/cultures.	Discovery RE Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Discovery RE Theme: Story time Key Question: What can we learn from stories? Religions: Christianity, Islam Hinduism, Sikhism	Discovery RE Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam Judaism
British Values	Sept – Pride Oct – Equality Rule of Law- Focus on learning our new class rules and following them. Focus upon – why we have rules?	Nov – Respect Dec- Thoughtfulness Celebrating difference in beliefs, culture religions.	Jan – Courage Feb- Patience Mutual respect – link to dinosaur topic – celebrating similarities and differences and respecting each other.	March – Resilience Individual Liberty: The right to make decisions and share our opinions.	April-Hope May-Responsibility	June-Co-operation July-honesty

*** All above Curriculum Mapping is based on children working within the 3- & 4-year-olds Learning Outcomes. Some children will need to work within the previous band, higher ability children will work on their Mastery of the curriculum, therefore planning will be constantly adapted to meet individual learning needs.**