


EYFS Curriculum Map 2022-2023 (reviewed Sept 2022)

	Autumn		Spring		Summer	
	Term 1A 7 weeks	Term 1B 7 weeks	Term 1A 7 weeks	Term 1B 7 weeks	Term 1A 5 weeks	Term 1B 7 weeks
Main Theme	All about me	Super Stories	Frozen	Celebrations	Growing	Seaside
General Themes	Baseline Assessments Starting school and my new class. My body and how have I changed? Who is in my family? What am I good at? What do I like and don't like?	Halloween Diwali 4 th November Where is India? Shadows link to Diwali. Christmas Compare now and then – toys Children in Need Remembrance Day	Chinese New Year – 22 nd January 2023 Valentines Day Winter Who is Earnest Shackleton? What would it be like to live in a frozen country?	Pancake Day Weddings Mothers day – Sunday 19 th March 2023 Where I live? Easter	Ramadan and Eid – 22 nd March to 21 st April 2023 Life Cycles – beans, ducks, frogs and butterflies	Pirates Floating and Sinking Sending postcards Holiday clothes and packing Under the sea Off on holiday Where in the world shall we go? Compare now and then – seaside art
Experiences	Autumn walk Owl Visit Family Sharing morning Sharing family photos	Broomstick making Diwali Party Making porridge Walk to the Post Office / Post Box with Santa letter Parents to send in photographs of toys they had as a child	Make bird feeders Melting ice experiments Making Chinese food	Spring walk Making pancakes Making food for a party Visit to a Church to discuss weddings Easter Egg Hunt Children to bring in photographs of past celebrations	Nature Scavenger hunt Plant Seeds R- Trip to farm Talk from a Vet and Dentist	Sports Day
Vocabulary	Family, mum, dad, brother, sister, aunty, uncle, cousin, grandma, grandad.	Magic, spell, potion, cauldron, wand, broomstick, chant. Diwali, festival, diva lamp, Rama, Sita,	Space Shuttle, astronaut, earth, planet.	Ingredients, weigh, pour, fry, toss, Shrove Tuesday, lent, Easter. Church, alter, pews, aisle, marriage, vicar,	Grow, seeds, plant, stem, leaves, shoots, roots. Lifecycle, hatch, egg, tooth, sack,	Sea, beach, ocean, Aeroplane, ticket, airport, pilot, air hostess,

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	Nocturnal, owlet, claws, talons, beak, nest, swoop, prey, woods.	Ravanna, mehndi, Ragoli. Porridge, small, medium, large, forest, cottage, mix, stir. Jesus, God, Mary, Joseph, stable, Bethlehem, Myrrh, Frankincense, Gold, nativity, angel, shepherd, kings.	China, dragon, zodiac, chop sticks, script. North pole, South Pole, Arctic, Antarctic, freeze, melt, glacier, frost, frozen, penguin, polar bear.	congregation, bride, bridesmaid, groom, reception, vows, speech, party. Birthday, decorations, invitations, guests. Spring, daffodils, buds, blossom, growth.	membrane, duckling, cocoon. Eid, fasting, Ramadan, pray, Allah, Quran.	
English texts	Funny Bones Owl Babies Fab 5 / Super 6 – favourite books for the class Nursery rhymes The colour monster	Jolly Postman at Christmas The Three Bears – houses in the past Christmas story Old Bear	Non-fiction texts Ernest Shackleton The Emperors Egg Whatever Next Goldilocks Chinese New Year story How to catch a star	The Scarecrows Wedding	Jack and the Beanstalk The Very Grouchy Ladybug Superworm What the Ladybird Heard	Pirates love underpants The Lighthouse Keepers lunch
Maths	Getting to know you Just like me!	It's me 123 Light and Dark	Alive in 5! Growing 6,7,8	Building 9 & 10	To 20 and beyond First, then, now	Find my pattern On the move
P4C	Favourite animal Monster in the classroom	Paradox Pear and Controversial cauliflower – Leads to an Enquiry about farmers, nutritionists, sales assistants Things We Do	Food is... Listening Skills Enquiry into Goldilocks and the Three Bears Listening skills	Egg box treasure hunt Being Kind	Ice Cream Puzzle What's in the milk? What the ladybird heard enquiry	Sharing the Harvest The Best Reasons Attending and/or organising local and fair cooking classes

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Autumn 1 – Families

General themes		Key texts		Experiences	Vocabulary
Baseline Assessments Starting school and my new class. My body and how have I changed? Who is in my family? What am I good at? What do I like and don't like?		Funny Bones Owl Babies Fab 5 / Super 6 – favourite books for the class Nursery rhymes The colour monster		Autumn walk Owl Visit Family Sharing morning Sharing family photos	Family, mum, dad, brother, sister, aunty, uncle, cousin, grandma, grandad. Nocturnal, owlet, claws, talons, beak, nest, swoop, prey, woods.
Key skills					
CL		PSED		PD	
In Nursery... - begin to follow instructions - share our favourite 5 stories Begin to build up a repertoire of familiar songs and rhymes - Begin to engage in conversation with peers and adults - Learn some simple words to talk about families, owls and autumn - learn to listen carefully.	In Reception... - become familiar with our favourite 6 stories and begin talking about settings and the characters - begin to build a bank of specific vocabulary when talking about families, owls and autumn - Enhance their repertoire of songs and rhymes - Begin to share non-fiction books - Listen carefully in small and large situations - Speak in simple sentences	In Nursery... - Begin to follow the Nursery rules and routines with support - Learn to share resources with others - Become more confident with unfamiliar people - Begin to play with one or more other children - Begin to accept praise for things they have done.	In Reception... - Begin to follow the rules and routines for Reception. - Begin to take turns with occasional adult support - Join in a growing range of activities - Know and talk about the different factors that support their overall health and well being	In Nursery... - Develop their gross motor skills by riding scooters and trikes - Use large muscle movements when painting - Begin to use simple one handed tools and be able to take off their coats and shoes with some support - Be able to say when they need to go to the toilet	In Reception... - Walk, jump, run and crawl with increasing control - Have an established dominant hand - Begin to use a range of tools safely and appropriately

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L – Comprehension		L- Word Reading		L – Writing	
In Nursery... - Begin to look at books, working front to back, turning the pages carefully - Begin to learn new vocabulary related to the books being read	In Reception... - Retell the Super 6 books - Share non-fiction books as a group to understand vocabulary about owls and other nocturnal animals	In Nursery... - Begin to notice some examples of print in the environment	In Reception... - Set 1 sounds - Learn to blend	In Nursery... - Enjoy drawing pictures and making marks - Make marks on their pictures to indicate their name	In Reception... - Write their name independently - Form capital letter at the start of their name correctly - Form some recognisable letters - Spell CVC words
M: Number		M: Numerical Patterns			
In Nursery... - Join in singing numbers songs that involve numbers to 5. - Begin to use numbers when playing.	In Reception... White Rose Maths - Getting to know you baseline (3 weeks) - Match and sort - Compare Amounts - Introduce 1 2 3 EYFS Framework - Count objects, actions and sounds.	In Nursery... • Recognising and naming colours • Matching objects. (same, different) • Sorting by colour, size and shape.		In Reception... White Rose Maths - Compare size, mass and capacity - Exploring pattern EYFS Framework - Compare length, weight and capacity. - Continue, copy and create repeating patterns. Getting to know you Just like me!	
UW= Past and Present			UW – People, Culture and Communities		
In Nursery... - Talk about photographs of their families -Sequence family members by age and name (baby, child, adult)	In Reception... - Begin to talk about their life story and how they have changed		In Nursery... -Notice differences between people -Make connections between their family and the families of others		In Reception... -To know the names of the other children in their class / group -Talk about members of their immediate family and community - Name and describe people who are familiar to them

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			- Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)
UW – The Natural World		EAD	
In Nursery... -Explore materials using all their senses -Explore material with different properties (hard / soft) -Explore natural materials linked with autumn -Notice some simple signs of autumn -Name some animals that come out at night-time -Name the body parts of an owl (beak, claw)	In Reception... -Talk about nocturnal and diurnal animals -Talk about the body parts of owls, using appropriate vocabulary (talons) -Talk about signs of autumn	In Nursery... -Learns some key phrases from familiar songs -Talk about the marks that they have made when drawing and painting -Being to use some shapes and lines when drawing and painting -Explore water and powder paint, with support -Explore blocks and construction sets -Begin to explore some simple percussion instruments Engage in some simple pretend play based on their own experiences -Explore different materials with support -Understand how to use glue to stick materials onto paper	In Reception... -Sing a range of familiar songs -Begin to use observation skills to draw things with increasing details (families, owls / nocturnal animals) -To independently make one colour of powder paint successfully -To explore different types of glue for a range of purposes -To begin to take on a different role in play -Begin to move in response to music -Use simple blocks and construction sets for a purpose

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Autumn 2 – Super Stories

General themes		Key texts		Experiences	Vocabulary
Halloween Diwali 4 th November Where is India? Shadows link to Diwali. Christmas Compare now and then – toys Children in Need Remembrance Day		Jolly Postman at Christmas The Three Bears – houses in the past Christmas story Old Bear		Broomstick making Diwali Party Makig porridge Walk to the Post Office / Post Box with Santa letter Parents to send in photographs of toys they had as a child	Magic, spell, potion, cauldron, wand, broomstick, chant. Diwali, festival, diva lamp, Rama, Sita, Ravanna, mehndi, Ragoli. Porridge, small, medium, large, forest, cottage, mix, stir. Jesus, God, Mary, Joseph, stable, Bethlehem, Myrrh, Frankincense, Gold, nativity, angel, shepherd, kings.
Key skills					
CL		PSED		PD	
In Nursery... Begin to understand simple questions Continue to build up their repertoire of songs and rhymes.	In Reception... Develop a range of social phrases for use throughout the day Know why it is important to listen in	In Nursery... Begin to select and use some of their own resources. Show more	In Reception... Manage their own needs. <i>-Personal hygiene</i> <i>-toothbrushing</i> Build constructive and respectful	In Nursery... Develop large muscle movements in order to wave scarves and make marks.	In Reception... Progress towards a more fluent style of moving, with developing control and grace.

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<p>Begin to join in with parts of the fab 5 books and other very familiar stories. Use 4 words when talking Continue to learn to listen carefully in both small and large group situations.</p>	<p>a range of different contexts Share their ideas with their friends and a familiar adult Begin to ask questions to find out more Use taught vocabulary with growing confidence when playing and talking Use past tense appropriately when talking about things that have happened Use phrases from the Super 6 stories when looking at the books independently. Begin to pay attention to how rhymes and songs sound Know that non-fiction books can be used to find out information</p>	<p>confidence in new situations such as performing in the Christmas play. Begin to extend play ideas when playing with another child. Show a greater understanding of the Nursery rules.</p>	<p>relationships- sharing and cooperating with friends and other peers. Express their feelings and consider the feelings of others. See themselves as a valuable individual- Families, interests, culture, likes and dislikes.</p>	<p>Begin to use patterns of movements linked to music. Begin to use scissors safely to make snips in paper with support Be able to take off their coats and shoes with some support Show greater independence in care needs</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently- hold pencil correctly, use scissors with some control and use a knife and fork independently.</p>
L – Comprehension		L- Word Reading		L – Writing	
<p>In Nursery... Begin to name some parts of a book. Begin to engage in some conversations</p>	<p>In Reception... Use phrases from the Super 6 stories when looking at the books independently. Begin to pay attention to how</p>	<p>In Nursery... Realise that print carries meaning Spot and suggest rhymes</p>	<p>In Reception... Set 1 sounds Group B Read 25 set 1 sounds Blend orally Learn to blend – word time 1.1 to 1.4</p>	<p>Spell using Fred Fingers In Nursery... Add some marks to their pictures which represent words Engage in pretend writing in their play</p>	<p>In Reception... Form capital letters correctly in words that are important to them e.g. family names Form some</p>

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about the stories and books that they have heard. Learn some new vocabulary linked to books and topics.	rhymes and songs sound Know that non- fiction books can be used to find out information Begin to talk about characters from familiar books				recognisable letters Begin to write simple labels and captions
M: Number			M: Numerical Patterns		
In Nursery... Begin to learn 1:1 principle Recite numbers in order Begin to understand the cardinal principle Compare sets using more and fewer	In Reception... White Rose Maths Its me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Light and Dark Representing numbers to 5 One more and less EYFS Framework Subitise to 3 Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.	In Nursery... Begin to copy and make AB patterns Use the language of size Begin to talk about the shapes they use when playing Compare objects according to size, big, little, small, large	In Reception... White Rose Maths Circles and triangles Positional language Light and Dark Shapes with 4 sides Time		
UW= Past and Present			UW – People, Culture and Communities		
In Nursery... • Being to know that things were different before they were born	In Reception... Use vocabulary such as in the past, a long time ago Talk about how homes have changed	In Nursery... Talk about their own experiences of celebrating Christmas	In Reception... Talk about how people celebrate Christmas around the world		

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	Comment on images showing homes in the past	Begin to be aware of how different cultures and people celebrate special times	Talk about the features of different celebrations for different faiths Know why different people celebrate different things
UW – The Natural World		EAD	
<p>In Nursery...</p> <p>Begin to be aware of different countries in the world such as India</p> <p>Talk about the changes that happen when making porridge</p> <p>Begin to know that blue shows the sea and green shows the land on a map or globe.</p>	<p>In Reception...</p> <p>Begin to compare India to where we live</p> <p>Talk about the changes that happen when making porridge using vocabulary such as liquid, mixture</p> <p>With support, find India and the UK on a world map or globe</p>	<p>In Nursery...</p> <p>Remember some songs in their entirety. Play percussion instruments with increasing control. Engage in simple small world play based on their own experiences or stories that they have heard</p> <p>Begin to create closed shapes when drawing and use them to represent objects with support Begin to join different materials such as hammers and nails with support</p> <p>Begin to understand how much water is required to mix one colour of powder paint</p> <p>Explore different materials with support</p> <p>To show greater control when using a glue stick and glue spreader to stick materials to paper</p>	<p>In Reception...</p> <p>Starting to sing new songs as group, matching pitch and melody e.g. from Christmas play.</p> <p>Perform to an audience</p> <p>Join materials together to make musical instruments.</p> <p>Begin to have an understanding of syllables.</p> <p>To use black and white to change the shade of powder paint.</p> <p>Explore a variety of construction materials and make a plan for what they want to make.</p> <p>Engage in role play with peers and start to create their own narrative.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>

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Spring 1 – Frozen

General themes		Key texts		Experiences	Vocabulary
Chinese New Year – 22 nd January 2023 Valentines Day Winter Who is Earnest Shackleton? What would it be like to live in a frozen country?		Non-fiction texts Ernest Shackleton The Emperors Egg Whatever Next Goldilocks Chinese New Year story How to catch a star		Make bird feeders Melting ice experiments Making Chinese food Old Car Visit	Space Shuttle, astronaut, earth, planet. China, dragon, zodiac, chop sticks, script. North pole, South Pole, Arctic, Antarctic, freeze, melt, glacier, frost, frozen, penguin, polar bear.
Key skills					
CL		PSED		PD	
In Nursery... Use 4-6 words when talking Begin to enjoy listening to stories and begin to retell them Continue to expand vocabulary Begin to	In Reception... Continue to develop their knowledge of subject specific and every day vocabulary Talk about a range of objects and events in greater detail. Share their thoughts and ideas with	In Nursery... Begin to join others in their play Begin to show an understanding of how to solve conflicts Show greater independence in selecting own	In Reception... Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally- staying calm in the face of frustration, taking turns, wait politely,	In Nursery... Choose the resources they need to complete a task and begin to use them safely. Begin to show increased control on moving in different ways such as skipping, hopping, balancing, crawling, walking and running Begin to be able to use one handed tools such as scissors for snipping with greater independence Demonstrate	In Reception... Develop the overall body strength, coordination, balance and agility needed to engage successfully with future pe lessons. Children to, spin,

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<p>understand why questions Begin to use longer sentences when talking</p>	<p>increasing confidence with a larger group Begin to use future tense correctly when talking about things that are going to happen Retell the Super 6 stories using their own words and familiar phrases Show an awareness of rhyming words in familiar rhymes and songs Listen to and talk about familiar nonfiction books</p>	<p>resources and activities Begin to talk about their emotions</p>	<p>tidy up after themselves.</p>	<p>greater control when using pencils Be increasingly independent in their own self care</p>	<p>rock, tilt, fall, slide and bounce. Combine different movements with ease and fluency- opportunities to move that require quick changes of speed and direction.</p>
L – Comprehension		L- Word Reading		L – Writing	
<p>In Nursery... Engage in longer conversations about the stories that they have had read to them Learn and remember some new vocabulary associated with the books that are read to them Use some of this vocabulary in their play</p>	<p>In Reception... • Retell the Super 6 stories using their own words and familiar phrases Show an awareness of rhyming words in familiar rhymes and songs Listen to and talk about familiar nonfiction books based on appropriate themes</p>	<p>In Nursery... Begin to recognise words that begin with the same sound (orally) • Begin to understand that print is read from left to right and top to bottom</p>	<p>In Reception... Read 25 set 1 single letter sounds speedily Blend independently using Phonics Green Word cards – Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>In Nursery... Begin to be able to copy some of their name Begin to able to use anti-clockwise actions and retrace vertical lines with guidance</p>	<p>In Reception... Begin to combine words to write short phrases Spell words confidently using Fred Fingers Form letters with increasing accuracy</p>

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M: Number		M: Numerical Patterns	
<p>In Nursery... 1,2 and 3. Count to 1,2,3. Find 1,2,3 objects Look at the position of 1,2,3 on a number line. Recognise 1,2,3 numicon and on a dice. Subitising 1,2,3 Representing 1,2,3 on a 5 frame</p>	<p>In Reception... White Rose Maths Alive in Five • Introducing zero. Comparing numbers to 5 Composition of 4 and 5 Growing 6,7,8 6,7,8 Making pairs Combining 2 groups EYFS Framework Subitise to 5</p>	<p>In Nursery... Weight, comparing heavy and light items (heavy, heavier than, heaviest, light, lighter than, lightest) Compare shapes and use simple language to describe them, count the sides on shapes</p>	<p>In Reception... White Rose Maths Alive in 5! Comparing mass Compare capacity Growing 6, 7, 8 Length and height Time</p>
UW= Past and Present		UW – People, Culture and Communities	
<p>In Nursery... Find out what a polar explorer does Begin to talk about their own life-story and family history</p>	<p>In Reception... Talk about Ernest Shackleton and his polar exploration Compare Shackleton's ship with modern ice breaker ships Recognise the similarities and differences between the Arctic, Antarctic and London</p>	<p>In Nursery... Share stories about how Chinese New Year is celebrated Know that people in different countries have different celebrations</p>	<p>In Reception... Find out about how Chinese New Year is celebrated around the world including the UK Find out how the lives of people in China are the same and different to ours</p>
UW – The Natural World		EAD	
<p>In Nursery... Find the North Pole and the South Pole on globe with support Talk about the changes that happen when something melts or freezes Find out about, and name, some of the animals that live in the Arctic Talk about the weather in winter</p>	<p>In Reception... Find and name the Arctic and Antarctic on a globe Talk about why something melts or freezes and the change that happen Make observations of the animals that live in the</p>	<p>In Nursery... Sing a range of songs and nursery rhymes considering pitch and melody Continue to explore different instruments. Use own imagination to make up small worlds and simple storylines Explore a range of materials with independence Continue to develop their knowledge of how to join different materials, hammers</p>	<p>In Reception... Return to and build on their previous learning, refining ideas and developing their ability to represent them. Move to music in time, thinking of space.</p>

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	<p>Arctic & talk about what makes them special</p> <p>Begin to know the difference between a map and a globe</p> <p>Find China on a world map with help</p> <p>Compare the weather in winter to the weather in Autumn</p>	<p>and nails, tape and glue Begin to draw and paint using lines and shapes to represent objects</p> <p>Continue to explore colour mixing including making the paint lighter or darker</p>	<p>Explore and engage in music making and have a simple understanding of a beat.</p> <p>Share creative ideas with peers and begin to work together, sharing skills.</p> <p>Start to create their own storylines that include peers.</p> <p>To draw a range of objects</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To be able to safely construct with a purpose and evaluate their designs.</p>
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Spring 2 – Celebrations

General themes	Key texts	Experiences	Vocabulary
Pancake Day Weddings Mothers day – Sunday 19 th March 2023 Where I live? Easter	The Scarecrows Wedding	Spring walk Making pancakes Making food for a party Visit to a Church to discuss weddings Easter Egg Hunt Children to bring in photographs of past celebrations	Ingredients, weigh, pour, fry, toss, Shrove Tuesday, lent, Easter. Church, alter, pews, aisle, marriage, vicar, congregation, bride, bridesmaid, groom, reception, vows, speech, party. Birthday, decorations, invitations, guests. Spring, daffodils, buds, blossom, growth.
Key skills			
CL	PSED	PD	

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<p>In Nursery... Begin to enjoy listening to longer stories and be able to retell some of them Begin to understand 2 part instructions with support Continue to learn new songs and rhymes Use 4-6 words when talking</p>	<p>In Reception... Use taught vocabulary with confidence when talking and playing Use vocabulary gained from books when talking and playing Listen attentively in a greater range of contexts Be able to talk about their thoughts and ideas using longer sentences Begin to use a range of tenses when speaking Talk about familiar stories in greater detail Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</p>	<p>In Nursery... Continue to develop their independence in selecting their resources and activities Begin to accept responsibility for carrying out tasks in the setting Begin to show more confidence with less familiar people who visit school Develop appropriate ways of being assertive</p>	<p>In Reception... Know and talk about the different factors that support their overall health and wellbeing- <i>being a safe pedestrian</i> Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</p>	<p>In Nursery... Explore a range of equipment for different purposes Show confidence in putting own their own coat Be able to use different ways of moving such as galloping, slithering etc Be able to balance on one leg</p>	<p>In Reception... <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. </p>
L – Comprehension		L- Word Reading		L – Writing	
<p>In Nursery... Engage in longer conversations about the stories that they have had read to them Learn and remember some new vocabulary associated with</p>	<p>In Reception... Talk about familiar stories in greater detail (character, settings) Begin to predict what might happen next in stories</p>	<p>In Nursery... Begin to understand that print can have different purposes Show increasing knowledge of rhyme</p>	<p>In Reception... Ditties PCM Set 1 Special Friends Read words with Special Friends – word time 1.5 and 1.6 Read Word Times – 1.4</p>	<p>In Nursery... Use 'writing' in their play showing an increasing awareness of where writing starts on a page Copy some of the letters from their name using some correct formation</p>	<p>In Reception... Spell a range of words using single sounds and taught special friends Form letters with increasing accuracy Write simple phrases with increasing confidence,</p>

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the books that are read to them Use some of this vocabulary in their play	Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song		Read 3-sound nonsense words Spell using Fred Fingers		using Fred Fingers to help sound out words
M: Number			M: Numerical Patterns		
In Nursery... numbers 1,2 and 3. Count to 1,2,3. Find 1,2,3 objects Look at the position of 1,2,3 on a number line. Recognise 1,2,3 numicon and on a dice. Subitising 1,2,3 Representing 1,2,3 on a 5 frame	In Reception... White Rose Maths Building 9 and 10 9 and 10 Comparing numbers to 10 • Bonds to 10. EYFS Framework Count beyond ten. Compare numbers- 'more than', 'less than', 'fewer', 'the same as', 'equal to' Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	In Nursery... Guidance linked to White Rose Maths Use the language of height and length (longer, shorter, taller, shorter, wider, narrower) Compare objects by size and height Begin to name some shapes	In Reception... White Rose Maths 3d shape Pattern EYFS Framework Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		
UW= Past and Present			UW – People, Culture and Communities		
In Nursery... Talk confidently about their personal experiences of birthdays and birthday parties that happened in the past	In Reception... Talk confidently about their personal experiences of weddings using language of past and present. Talk about members of their immediate family and community.	In Nursery... • Begin to show an understanding that not all people or families are the same or celebrate things in the same way such as birthdays and Easter	In Reception... Find out how people with different beliefs celebrate getting married Know that people celebrate getting married in different ways Know that some places are special to people in their community		

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			Can talk about the Vicar and other people who play a role in the church
UW – The Natural World		EAD	
<p>In Nursery...</p> <p>Begin to talk about how ingredients change when baking</p> <p>Talk about some of the changes they notice in the environment in spring</p>	<p>In Reception...</p> <p>Find All Saint's Church on a simple map</p>	<p>In Nursery...</p> <p>Begin to show different emotions when painting</p> <p>Begin to draw and paint with increasing complexity and detail</p> <p>Sings a range of songs and nursery rhymes considering pitch and melody</p> <p>Continue to explore different instruments</p> <p>Use own imagination to make up small worlds and simple storylines</p> <p>Continue to develop their knowledge of how to join different materials, hammers and nails, tape and glue</p> <p>Explore a range of materials with independence</p>	<p>In Reception...</p> <p>Choreograph dances in time to music.</p> <p>Move in appropriate ways to accompany instruments e.g.</p> <p style="padding-left: 40px;">creep to the sound of a maraca.</p> <p>Use tools and techniques with increased care and precision.</p> <p>Extend narratives within role play.</p> <p>To mix a range of colours using a colour mixing chart.</p> <p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>

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Summer 1 – Growing

General themes		Key texts		Experiences		Vocabulary	
Ramadan and Eid – 22 nd March to 21 st April 2023 Life Cycles – beans, ducks, frogs and butterflies		Jack and the Beanstalk The Very Grouchy Ladybug Superworm What the Ladybird Heard		Nature Scavenger hunt Plant Seeds R- Trip to farm Talk from a Vet and Dentist		Grow, seeds, plant, stem, leaves, shoots, roots. Lifecycle, hatch, egg, tooth, sack, membrane, duckling, cocoon. Eid, fasting, Ramadan, pray, Allah, Quran.	
Key skills							
CL		PSED		PD			
In Nursery... Show greater confidence in	In Reception...	In Nursery... Increasingly follow the rules and	In Reception... Know and talk about the	In Nursery Use a dominant hand when reminded		In Reception... Develop overall body-strength,	

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<p>retelling both familiar and longer stories Be able to start a conversation with other children and adults Begin to be able to use talk to organise themselves and their play Begin to understand two part instructions and questions</p>	<p>Continue to learn and use new vocabulary throughout the day Narrate events and talk about previous events Describe events in some detail Use talk to help work out problems Begin to ask questions to gain a better understanding / clarify their thinking Begin to use connectives to connect their ideas when speaking Talk about what might happen and how things work Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to 'clap out' longer, interesting words in familiar rhymes and songs Continue to explore non-fiction texts linked with new knowledge and vocabulary</p>	<p>understand why they are important Begin to play with more than one child Extend own play ideas Use talk to solve conflicts</p>	<p>different factors that support their overall health and wellbeing - <i>healthy eating</i> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> 	<p>Use a tripod grip when holding pens and pencils To be able to put on their own coat and attempt to fasten it Continue to explore different tools and begin to choose the right tool for a purpose with support Be able to use sequences of movements linked to music</p>	<p>balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>
L – Comprehension		L- Word Reading		L – Writing	

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<p>In Nursery... Listen to and retell more complex stories Use these more complex stories to begin to learn a wider range of vocabulary</p>	<p>In Reception... Begin to 'clap out' longer, interesting words in familiar rhymes and songs Continue to explore non-fiction texts linked with new knowledge and vocabulary Sequence events from familiar stories</p>	<p>In Nursery... Begin to recognise some of the pictures associated with set 1 sounds Begin to listen carefully when some words are said in Fred talk</p>	<p>In Reception... Red Ditty Books Review set 1 sounds (reading only) Read 4/5 sound words – word time 1.6 & 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers</p>	<p>In Nursery... Be able to write some of their name To be able to form some letters correctly</p>	<p>In Reception... Be able to form lower-case and some capital letters correctly To begin to write simple sentences that can be read by others Begin to spell some common exception words correctly</p>
M: Number			M: Numerical Patterns		
<p>In Nursery... Continue to develop the ability to subitise up to 5 Gain accuracy with 1:1 correspondence when counting larger sets Consistently use the cardinal principle Show finger numbers to 5 Begin to link numerals and amounts to 5</p>	<p>In Reception... White Rose Maths To 20 and beyond Building numbers Beyond 10 Counting patterns Beyond 10 First Then Now Adding More Taking Away EYFS Framework Subitise (recognise quantities without counting) up to 10; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system;</p>		<p>In Nursery... Guidance linked to White Rose Maths Properties of shapes using words such as straight, flat, round, curved etc. Simple positional language in on under up down across in front of behind on top of etc</p>	<p>In Reception... White Rose Maths To 20 and Beyond Spatial Reasoning Match, rotate Manipulate First Then Now Spatial Reasoning Compose and decompose EYFS Framework Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	

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UW= Past and Present		UW – People, Culture and Communities	
In Nursery...	In Reception...	In Nursery... <ul style="list-style-type: none"> Show an interest in different occupations (farmers, vets, zookeepers?) 	In Reception... <ul style="list-style-type: none"> To use non-fiction books to look at plants in our local environment.
UW – The Natural World		EAD	
In Nursery... Understand the differences between plants and animals Know about the lifecycle of a chick/duck Plant and care for bean plants with support Know the name of some of the parts of a plant	In Reception... Can talk about the life cycle of a duckling, using appropriate vocabulary Talk about how we can care for plants and animals where we live Know the names of parts of a plant and talk about how a plant grows Talk about the seasons change and how this impacts on when things grow Compare the difference between autumn, winter and spring. Explore the natural world around them, making observations and drawing pictures of animals and plants	In Nursery... Explore how instruments can be used to express different feelings Make up their own songs based on a familiar one Show greater independence in using powder paint to the correct consistency Explore colour mixing with support Continue to draw with greater complexity and detail Begin to show emotions when drawing Begin to develop more complex stories Develop own ideas about which materials to use and what to make Develop own ideas and choose own materials and joining methods	In Reception... Create collaboratively and share ideas, resources and skills. Adapt their own work to make it even better. Problem solve and reflect on their designs and creations. Encourage children to choreograph their own dances in time to music. Independently use tools and techniques to increased care and precision. To role play, taking the ideas of others in to account. Develop patience and dealing with conflicts when creating narratives with peers. To use their knowledge of colours mixing to mix a range of colours. To use what they have learnt about media and materials in an original way

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			and be able to explain their choices. Selects appropriate resources and adapts work where necessary. To know the different uses and purposes of a range of media and materials To be able to safely construct with a purpose and evaluate their designs..
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Summer 2 – At the Seaside

General themes	Key texts	Experiences	Vocabulary
Pirates Floating and Sinking Sending postcards Holiday clothes and packing Under the sea Off on holiday Where in the world shall we go? Compare now and then – seaside art	Pirates love underpants The Lighthouse Keepers lunch	Sports Day	Sea, beach, ocean, Aeroplane, ticket, airport, pilot, air hostess,

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Key skills					
CL		PSED		PD	
<p>In Nursery... Show confidence in talking about a variety of stories Use a good range of vocabulary Show greater confidence in understanding two part instructions and questions Show greater confidence in understanding why questions Be able to express a point of view Engage in conversation with both adults and children</p>	<p>In Reception... Listen attentively and respond to what they hear when being read to and in whole class discussions Make comments about what they have heard and ask questions to clarify their understanding Participate in discussions in a range of different contexts Offer explanations for why things might happen using learned vocabulary Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with support</p>	<p>In Nursery... Play in a group extending play ideas Remember the rules without an adult needing to remind them Show an understanding of how others are feeling</p>	<p>In Reception... Show an understanding of their own feelings and those of others, and begin to regulate their behaviour Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>In Nursery... Show a preference for a dominant hand Use a tripod grid when holding pens and pencils Be able to put on their own shoes Choose the right resources to carry out a task and use them safely Be able to choose the correct physical skill to match a task Be able to use and remember sequences of movements when moving to music</p>	<p>In Reception... Negotiate space and obstacles safely, with consideration for themselves and others Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls. Introduce children to balls games with teams, rules and targets. Further develop the skills they need to manage the school day successfully: -lining up and queuing (patience, turn-taking and self-control when they</p>

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					<p>need to line up and wait.</p> <p>-mealtimes</p> <p>Begin to show accuracy and care when drawing.</p> <p>To form letters accurately and with speed.</p>
L – Comprehension		L- Word Reading		L – Writing	
<p>In Nursery...</p> <p>Listen to and retell more complex stories</p> <p>Use these more complex stories to begin to learn a wider range of vocabulary</p>	<p>In Reception...</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p>	<p>In Nursery...</p> <p>Begin to recognise some of the pictures associated with set 1 sounds</p> <p>Begin to listen carefully when some words are said in Fred talk</p>	<p>In Reception...</p> <p>Green</p> <p>Read set 2 sounds and Phonics Green Words</p> <p>Read set 1 Phonics Green Words and build speed</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>In Nursery...</p> <p>To be able to write their name</p> <p>To form some letters correctly</p> <p>To use some letters in their early writing when playing</p>	<p>In Reception...</p> <p>Write short sentences that can be read by others.</p> <p>Use a capital letter and full stop when writing sentences.</p> <p>Re-read their writing to check that it makes sense.</p> <p>Spell a range of common exception words correctly</p>
M: Number			M: Numerical Patterns		
In Nursery...	In Reception...		In Nursery...	In Reception...	

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<p>Continue to develop the ability to subitise up to 5</p> <p>Gain accuracy with 1:1 correspondence when counting larger sets</p> <p>Consistently use the cardinal principle</p> <p>Show finger numbers to 5</p> <p>Begin to link numerals and amounts to 5</p> <p>Count actions</p>	<p>White Rose Maths</p> <p>Find my pattern</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>On the move</p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>EYFS Framework</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>	<p>Guidance linked to White Rose Maths</p> <p>Select shapes for a purpose</p> <p>Capacity, comparison of full, empty and half full containers</p> <p>Begin to sequence events, use first, then , next and last</p> <p>Explore measuring time</p>	<p>White Rose Maths</p> <p>Find my pattern</p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p>On the Move</p> <p>Spatial Reasoning</p> <p>Mapping</p>
<p>UW= Past and Present</p>		<p>UW – People, Culture and Communities</p>	
<p>In Nursery...</p> <p>Begin to understand about some significant moments in history, such as the first man on the moon</p> <p>Begin to understand that some things were different a long time ago, eg cars</p>	<p>In Reception...</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>In Nursery...</p> <p>Continue to understand some of the differences between different people and communities</p> <p>Explore other occupations, astronauts</p>	<p>In Reception...</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>

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			Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.
UW – The Natural World		EAD	
<p>In Nursery...</p> <p>Begin to show an interest in exploring how things work and why things happen, eg floating and sinking, magnets</p>	<p>In Reception...</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>In Nursery...</p> <p>Use a variety of instruments to express their feelings and ideas</p> <p>Create own songs</p> <p>Show greater independence in using powder paint to the correct consistency</p> <p>Explore colour mixing with the support</p> <p>Continue to draw with complexity and detail</p> <p>Begin to show emotions when drawing</p> <p>Develop more complex storylines in their play</p> <p>Use imagination in using an object to represent something else when playing</p> <p>Develop own ideas about which materials to use and what to make</p> <p>Develop own ideas and choose own materials and joining methods</p>	