



EYFS Curriculum Map
2021-2022
Autumn 2

Year: EYFS - Reception and Nursery	Theme	Celebrations and Festivals		
Subject/Area	Teaching	Learning		
<p>Literacy</p> <p>Book: Guy Fawkes Bonfire Night Diwali Remembrance Day Children in Need Anti Bullying Week Road Safety Week Christmas Sparks in the Sky Elf Chase Dear Santa The Snowman The Jolly Christmas Postman</p> <p>Love for reading Owl babies Spinderella</p> <p>Author of the Term: Judith Kerr</p>	<p>Celebrations and light and non-fiction books Pencil control Name writing Labelling models Initial sounds Phonics Oral blending Rhyming Story sequencing- Tales Toolkit Home reading books Daily letter formation/handwriting practise Mark making in the sand/foam, magnetic letters Fine motor skill activities such as threading beads, tweezers to pick up objects Modelled line writing: letters to Santa, making a list for a picnic, thank you letters to the service men and women, description of fireworks Mark making – Form the letters to our names on our fireworks, spider writing our letter of the week, cards to our families over Christmas, Follow Read to Write literacy writing scheme - Losing Story – The Something. Follow handwriting scheme to help letter formation – Teach Handwriting.</p>	<p>Writing Reception (3-4) - Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p> <p>Nursery (0-3) - Enjoy drawing freely. Add some marks to their drawing, which they give meaning to. Make marks on their pictures to stand for their name.</p>	<p>Comprehension & Word Reading Reception (3-4) - Understands the five key concepts about print. Develop their phonological awareness. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Nursery (0-3) - Enjoy sharing books with an adult. Pays attention and responds to pictures or the words. Have favourite books and seeks them out. Repeats words and phrases from familiar books. Asks questions about books. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Physical Development Reception (3-4) - Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.</p> <p>Nursery (0-3) - Develop manipulation and control. Explore different materials and tools.</p>

<p>Mathematics</p>	<p>Number recognition 1-5, 1-10 and some beyond. Counting forwards and backwards and saying one more and one less 1-5, 1-10 Follow White Rose Maths and Lancashire LAPS Planning document – It’s Me 1,2,3 and Light and Dark. Sorting objects into groups: pinecones, people, bears Number formation/mark making in the sand/glitter Comparing quantities of identical objects: compare bears Comparing quantities of non-identical objects Beginning to add by counting all Time My day Daily ICT games Topmarks Shape rockets – children to use the shapes to create a firework rocket – talk about the shapes. Snowman size order activity. Christmas baubles counting. Witches face – create the face using shapes.</p>	<p style="text-align: center;">Number</p> <p>Reception (3-4) - Fast recognition of up to 3 objects, without having to count them. Recites numbers to 5. Say one number for each item. Show finger numbers to 5. Know that the last number reached when counting is the total. Link numerals and amounts. Experiment with their own symbols and marks. Solve real world problems to 5.</p> <p>Nursery (0-3) - Takes part in finger rhymes with numbers. Reacts to changes in amount in a group of up to 3. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts.</p>	<p>Numerical Pattern</p> <p>Reception (3-4) - Compare quantities as more than/less than.</p> <p>Nursery (0-3) - Compare amounts, saying “lots”, “more” or “few”.</p>	<p style="text-align: center;">Other (Shape, Space and Measure)</p> <p>Reception (3-4) - Talk about and explore 2D and 3D shapes. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately. Talk about and identify the patterns around them. Extends and create ABAB patterns. Combine shapes to make new ones – an arch, a bigger triangle etc. Notices and corrects errors in repeating patterns. Begins to describe a sequence of events.</p> <p>Nursery (0-3) - Build with a range of resources, Complete inset puzzles. Compare sizes, weights etc. using gesture and language. Notice pattern and arrange</p>

				things in pattern.
Knowledge and Understanding of the World	<p>Talking about different faiths and how they celebrate - Diwali</p> <p>Life Cycle of a pumpkin</p> <p>What is inside a pumpkin?</p> <p>All about Spiders</p> <p>Using the ipads. (ICT)</p> <p>Exploring colour on interactive whiteboard (ICT)</p> <p>Autumn walk & changes seen in Autumn.</p> <p>Making cookies for story night (look at changes in state)</p> <p>Observing a decaying apple over a fortnight.</p> <p>Making apple crumble and pumpkin soup (looking at changes during cooking)</p> <p>Learning about Guy Fawkes and the history behind Bonfire Night.</p> <p>Learning the meaning of the poppy</p> <p>Visit to the park to look at the signs of Autumn and the local community</p> <p>History Unit – How have I changed since I was a baby?</p> <p>R.E. – SACRE Planning – Special Times</p> <p>Geography – Take a look at different places celebrations happen and find on a map together – notice similarities and differences. Track Santa on a map as he travels the world.</p>	<p>Past and Present</p> <p>Reception (3-4)-</p> <p>Begin to make sense of their own life-story and family history.</p>	<p>People, Culture and the Communities</p> <p>Reception (3-4) -</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p> <p>Nursery (0-3) -</p> <p>Makes connections between the features of their family and other families.</p> <p>Notices differences between people.</p>	<p>The Natural World</p> <p>Reception (3-4) -</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and /or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and or animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they feel.</p> <p>Talk about differences between materials and changes they notice.</p> <p>Nursery (0-3) –</p> <p>Repeats actions that have an effect.</p> <p>Explores materials and different properties.</p> <p>Explores natural materials, indoor and outside.</p> <p>Explores and responds to different natural phenomena in their setting or on trips.</p>
Expressive arts and Design	<p>Making skeletons using straws</p> <p>Spatter painting bonfire night pictures</p> <p>Broomstick Junk Models</p> <p>Jewellery making with cereals eg cheerios.</p> <p>Tissue paper bonfire pictures.</p>	<p>Creating with Materials</p> <p>Reception (3-4) -</p> <p>• Explore different materials freely, to develop their ideas about how to use them and what to make.</p>		<p>Being Imaginative and Expressive</p> <p>Reception (3-4) -</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>

Monster Blow Painting
 Making Potions
 Diwali Patterns.
 Christmas Card designs.
 Learning new Autumn/Harvest songs and adding instruments.
 Free choice painting, playdough and workshop available daily.
 Pattern through a variety of media
 Take a look at different famous artists surrounding winter – Van Gogh – Starry Night.
 D&T – Design and make your own envelope for the Jolly Postman.
 Music – Charanga Scheme – My Stories

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

Nursery (Birth to 3) -

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Nursery (Birth to 3) -

Show attention to sounds and music.

- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Enjoy and take part in action songs, such

			<p>as 'Twinkle, Twinkle Little Star'.</p> <ul style="list-style-type: none"> • Start to develop pretend play, pretending that one object represents another. 	
<p>Personal, Social and Emotional Development</p>	<p>Trying all the continuous provision activities in each room & outside and "having a go". Learning the rules and routines in Reception including lunchtime, playtime, room changes, assemblies etc. Listening and following directions. Confidence building activities. Circle time on how our actions affect others. Taking turns with the resources in all the rooms. Learning to get on with all their new classmates and resolving conflicts. Following rules for Autumn walk near the pond. Bread tasting and saying which they like & dislike. Circle time about friendships Key Worker Time I am special because... Beginning to manage own feelings - The Colour Monster Beginning to recognise different emotions Follow SCARF Unit – Valuing Difference</p>	<p>Self-Regulation Reception (3-4) -</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling <p>Nursery (Birth to 3) –</p> <ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Feel strong enough to express a range of emotions. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more 	<p>Managing Self - Reception (3-4) -</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. <p>Nursery (Birth to 3) -</p> <ul style="list-style-type: none"> • Establish their sense of self. • Find ways of managing transitions, for example from their parents to their key person. • Thrive as they develop self-assurance. • Look back as they 	<p>Building Relationships - Reception (3-4) -</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <p>Nursery (Birth to 3) -</p>

		<p>elaborated ways:</p>	<p>crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. 	<ul style="list-style-type: none"> • Engage with others through gestures, gaze and talk. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Develop friendships with other children. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
<p>Communication and Language</p>	<p>Talking about self, family and home life. Learning to speak out in a group Class Dojo Interacting with new friends at school. Circle time activities (PHSE link). Understanding and following instructions. Following rules and instructions in PE. Answering questions about what they have learnt about Skeletons, Diwali, Remembrance Day, feelings etc Learning new vocab related to Celebrations and festivals using the word wall.</p>	<p>Listening, Attention and Understanding Reception (3-4) -</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<p>Speaking Reception (3-4) -</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: 	

	<p>Discussions surrounding our love for reading books each day. Wellcomm Assessment of all children.</p>	<p>Nursery (Birth to 3) –</p> <ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Understand simple instructions like “give to mummy” or “stop”. • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let's go on a bus... you sit there... I'll be the driver.” <p>Nursery (Birth to 3) –</p> <ul style="list-style-type: none"> • Enjoy singing, music and toys that make sounds. • Copy your gestures and words. • Use intonation, pitch and changing volume when 'talking'. • Can become frustrated when they can't make themselves understood. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce: <ul style="list-style-type: none"> - /r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' 	
<p>Physical Development</p>	<p>In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand,</p>	<p>Gross Motor Skills Reception (3-4) -</p> <ul style="list-style-type: none"> • Continue to develop their movement, 	<p>Fine Motor Skills Reception (3-4) -</p> <ul style="list-style-type: none"> • Use one-handed 	<p>Other Reception (3-4) -</p> <ul style="list-style-type: none"> • Be increasingly

water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute.
 PE Rules and learning how to get ourselves changed independently.
 Toilet use and hand washing.
 Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc.
 Follow the Early Years Scheme of work for Lancashire
 Improving pencil grip and use of tools using fine motor station and loose parts area.
 Introduce and follow handwriting scheme – Teach Handwriting.
 Discuss healthy eating during and following lunch times to promote awareness of a balanced diet.
 Promote independence by offering challenges with zips etc.

balancing, riding (scooters, trikes and bikes) and ball skills.
 • Go up steps and stairs, or climb up apparatus, using alternate feet.
 • Skip, hop, stand on one leg and hold a pose for a game like musical statues.
 • Use large-muscle movements to wave flags and streamers, paint and make marks.
 • Start taking part in some group activities which they make up for themselves, or in teams.
 • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
 • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
 • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
 • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Nursery (Birth to 3) –
 • Reach out for objects as co-ordination develops.
 • Pass things from one hand to the other. Let go of things and hands them to another person or drops them.
 • Clap and stamp to music.
 • Fit themselves into spaces, like tunnels,

tools and equipment, for example, making snips in paper with scissors.
 • Use a comfortable grip with good control when holding pens and pencils.
 • Start to eat independently and learning how to use a knife and fork.
 • Show a preference for a dominant hand.

Nursery (Birth to 3) –
 • Develop manipulation and control.
 • Explore different materials and tools.

independent as they get dressed and undressed, for example, putting coats on and doing up zips.
 • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
 • Make healthy choices about food, drink, activity and toothbrushing.

Nursery (Birth to 3) –
 • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
 • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
 • Learn to use the

		<p>dens and large boxes, and move around in them.</p> <ul style="list-style-type: none"> • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 		<p>toilet with help, and then independently.</p> <ul style="list-style-type: none"> • Eat finger food and develop likes and dislikes. • Try a wider range of foods with different tastes and textures.
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Characteristics of Effective Learning

Playing and Exploring	<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.
Active Learning	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another

	<p>piece to see if it will fit.</p> <ul style="list-style-type: none"> • Keep on trying when things are difficult. 	
Creating & Thinking Critically	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child roleplaying the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. 	
Online Safety	<p>Rules and responsibilities for using the computers and other hardware and software</p>	<p>Talk about why it is important to use computers safely</p>
RE	<p>Key Question (to be used all year): Why are some things special?</p> <p>Focus Question (for this investigation): Special times: How and why do we celebrate?</p> <p>In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</p>	<p>Key Question (to be used all year): Why are some things special?</p> <p>Focus Question (for this investigation): Special times: How and why do we celebrate?</p>