



EYFS Curriculum Map
2021-2022
Spring 2

Year: EYFS - Reception and Nursery	Theme	Spring, Easter, Traditional Tales		
Subject/Area	Teaching	Learning		
<p>Literacy</p> <p>Book: Spring Books: Non-Fiction and poems Spring Mad about Minibeasts Easter story, Pancake day: Mr Wolf's Pancakes The three billy Goats Gruff The Three little pigs Little Red Riding Hood</p> <p>Love for Reading Supertato Stories</p> <p>Author of the Term Nick Butterworth</p>	<p>Spring stories and non-fiction books Stories Pencil control Name writing Labelling models: making a bridge, a house that will not blow down when used in the science experiment. Design a new coat for little red riding hood or prepare a picnic list the food. Rhyming strings. Story sequencing- Tales Toolkit Home reading books Daily letter formation/handwriting practise Modelled line writing: Writing a letter to the troll from the billy goat/s Initial sounds booklets & 3 letter word building. Line writing: rhyming words, character speech bubbles, Wanted posters, writing the Easter story, Lots of opportunities for free writing in continuous provision including in the garden center and kitchen. Writing lists of what you might buy in the garden center, ingredients for making pancakes</p> <p>Using Vocabulary in their writing. Create actions for the new words</p>	<p>Writing Reception (Reception) - • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</p> <p>Nursery (3-4) -</p>	<p>Comprehension & Word Reading Reception (Reception) – • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Nursery (3-4) - Understands the five key concepts about print. Develop their phonological awareness.</p>	<p>Physical Development Reception (Reception) - • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

	<p>Daily differentiated Phonics/ Reading sessions. Differentiated group guided reading sessions. Rising stars IWB books. Retelling and acting out a variety of Traditional Tales. Story sequencing cards for The Easter Story. Library visits Our plant diary – draw pictures of how our plant is changing – give meanings to the marks they make. National Scribble Day – Can we give meanings to our scribbles? Reading Phase 3 tricky words and use them in writing Follow Read to Write literacy writing scheme – Finding Story – Star in a Jar Follow handwriting scheme to help letter formation – Teach Handwriting.</p>	<p>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>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Nursery (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>Mathematics</p>	<p>Follow White Rose Maths and Lancashire LAPS Planning document – Building 9 and 10. Easimaths Addition and subtraction with flowers, sticks and rubber insects. Leapfrog one more/one less. Dice & bugs addition games. Caterpillars subtraction games (flying away as butterflies). Adding coins & using money in the “Garden Centre Shop” role play. Positional language with programmable Beebot. (ICT) Using 3D “junk” to make a model: Bridge, house Name & describe shapes Numicon activities Money Choosing topping to put on pancakes and using coins to count out totals Daily ICT games used in starters and continuous provision. Sequencing time events from stories. Measuring distance from Three Bears house to Goldilocks.</p>	<p>Number Reception (Reception) – • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10.</p> <p>Nursery (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.</p>	<p>Numerical Pattern Reception (Reception) – • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Nursery (3-4) - Compare quantities as more than/less than.</p>	<p>Other (Shape, Space and Measure) Reception (Reception) - • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity</p> <p>Nursery (3-4) - Talk about and explore 2D and 3D shapes.</p>

	<p>Comparing weights in Red Riding Hood's shopping baskets.</p> <p>Pattern making with the compare bears.</p> <p>Adding and Subtracting two numbers using the Numicon.</p> <p>Daily ICT games used in starters and continuous provision.</p> <p>Make a repeating pattern using the patterned/coloured eggs</p> <p>Spring counting – children to count the spring objects and attempt to form the numbers/match to the correct numeral.</p> <p>Easter Egg hunt – how many eggs did the children find?</p> <p>Minibeast data collection - count the minibeast and add to a chart/graph.</p>	<p>Know that the last number reached when counting is the total.</p> <p>Link numerals and amounts.</p> <p>Experiment with their own symbols and marks.</p> <p>Solve real world problems to 5.</p>		<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately.</p> <p>Talk about and identify the patterns around them.</p> <p>Extends and create ABAB patterns.</p> <p>Notifies and corrects errors in repeating patterns.</p> <p>Begins to describe a sequence of events.</p>
<p>Knowledge and Understanding of the World</p>	<p>Comparing the materials for The Three Pigs' houses. Build houses and test against a hairdryer!</p> <p>Walk to the park and look at changes between Winter and Spring. Comparing similarities and differences.</p> <p>Looking at animals: names of adult animals and names of baby animals.</p> <p>Observe closely the changes in chicks with chicks in school. Showing care and concern for the eggs and chicks when they hatch.</p> <p>Making pancakes on shrove Tuesday: Changes when heat is added to ingredients.</p> <p>RE: The easter celebrations in different countries, rituals with Shrove Tuesday and Ash Wednesday.</p> <p>Children to share their cultures around Easter- Greek, Bulgarian, Syrian, English</p> <p>Use the Beebots to sequence the stories.</p> <p>Programming the Beepot to move.</p>	<p>Past and Present</p> <p>Reception (Reception) –</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>People, Culture and the Communities</p> <p>Reception (Reception) –</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Draw information from a simple map. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other 	<p>The Natural World</p> <p>Reception (Reception) –</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>Nursery (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>Paint Program: 2 Simple to draw images from the stories and images of spring. Video children retelling their favourite stories. Children taking pictures of their learning to share through apple TV. History Unit – Why do we wear different clothes during the year? R.E. – SACRE Planning – Special Stories Geography – Make a map for the story Dear Fairy Godmother. Science – Investigate different minibeasts, explore spring.</p>	<p>Nursery (3-4)- Begin to make sense of their own life-story and family history.</p>	<p>countries. Nursery (3-4) - Show interest in different occupations. Explore how things work. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</p>	<p>Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and or animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they feel. Talk about differences between materials and changes they notice.</p>
<p>Expressive arts and Design</p>	<p>Observational drawing/paintings of spring flowers Mother's Day cards Planning, make, do: Bridges, houses, new cloak for Little Red Riding Hood, a basket to carry the foods to Grandmas House Cotton bud blossom tree painting. Rain cloud collage. Junk model windchimes. Printing with any material. Van Gogh study Henri Matisse art study Charanga music Spring 2 'Our World' Magic wands. Mondrian and Roy Lichtenstein art study Role play masks. Build Rapunzel's castle. Lolly stick Rapunzel. Puppet making (felt) Glue and string webs. Art - Take a look at different famous artists surrounding the stories – The Avenue - Monet. D&T – Design and build a bridge. Music – Charanga Scheme – Our World</p>	<p>Creating with Materials Reception (Reception) – • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.</p> <p>Nursery (3-4) - • Explore different materials freely, to develop their ideas about how to use them and what to make. • 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.</p>		<p>Being Imaginative and Expressive Reception (Reception) – • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</p> <p>Nursery (3-4) - Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>

		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
Personal, Social and Emotional Development	<p>Talking about self and own abilities. Confidence to speak out in a group and speak in role play situations. Act out roles with others Talk about themselves in a positive way (Ugly Duckling). "Senses" activities for children to explore . Rules when moving around school (senses walk). Talk about "Stranger Danger" (Little Red Riding Hood.) Discuss behaviour & consequences in relation to Little Red Riding Hood and Goldilocks. Talking about how, when & why we say sorry (link to "Goldilocks"). Working in groups to construct a bridge for the</p>	<p>Self-Regulation Reception (Reception) –</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. <p>Nursery (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. 	<p>Managing Self - Reception (Reception) –</p> <ul style="list-style-type: none"> • Manage their own needs. • Show resilience and perseverance in the face of challenge. <p>Nursery (3-4) -</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help 	<p>Building Relationships - Reception (Reception) –</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. <p>Nursery (3-4) -</p>

	<p>Circle Time. Key worker time. Follow SCARF Unit – Rights and Responsibilities.</p>	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling 	<p>when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. 	<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>Communication and Language</p>	<p>Hot seating of the different characters in the stories. Talk about their favourite story and say why. Using small world play with the characters from the traditional tales Finding out about Spring and about some of the creatures in the chosen books. Asking and answering questions about what happens when ingredients are heated. Listening to a variety of traditional tales & anticipating the endings. Children act out the traditional tales using new dialogue from the stories. Wellcomm Assessment of all children.</p>	<p>Listening, Attention and Understanding Reception (Reception) –</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>Speaking Reception (Reception) –</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. 	

		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Nursery (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?” 	<ul style="list-style-type: none"> • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Learn rhymes, poems, and songs. <p>Nursery (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: <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>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, water, PE trolley of equipment, space hoppers,</p>	<p>Gross Motor Skills Reception (Reception) –</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: 	<p>Fine Motor Skills Reception (Reception) –</p> <ul style="list-style-type: none"> • Develop the 	<p>Other Reception (Reception) –</p> <ul style="list-style-type: none"> • Know and talk

	<p>gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute.</p> <p>Toilet use and hand washing.</p> <p>Winter Olympics, circuit training including throwing, catching, pating, kicking and an obstacle course with under/over equipment.</p> <p>Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc.</p> <p>Follow the Early Years Scheme of work for Lancashire.</p> <p>Improving pencil grip and use of tools using fine motor station and loose parts area.</p> <p>Introduce and follow handwriting scheme – Teach Handwriting.</p> <p>Discuss healthy eating during and following lunch times to promote awareness of a balanced diet.</p> <p>Promote independence by offering challenges with zips etc.</p>	<p>- rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Nursery (3-4) -</p> <ul style="list-style-type: none"> • Continue to develop their movement, 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 	<p>foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Nursery (3-4) -</p> <ul style="list-style-type: none"> • Use one-handed 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. 	<p>about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>• Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene <p>Nursery (3-4) -</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in
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		<p>make marks.</p> <ul style="list-style-type: none"> • 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. 		<p>meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
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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.

	<ul style="list-style-type: none"> • 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 piece to see if it will fit. • 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	Rules and responsibilities for using the computers and other hardware and software	Talk about why it is important to use computers safely
RE	<p>Key Question (to be used all year): Why are some things special?</p> <p>Focus Question (for this investigation): Special stories: Why are some stories special? What special messages can we learn from stories? In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.</p>	