



EYFS Curriculum Map
2021-2022
Summer 1

Year: EYFS - Reception and Nursery	Theme		Growing and Recycling		
Subject/Area	Teaching		Learning		
<p>Literacy</p> <p>Book: Superworm The Hungry Caterpillar Jack and the Beanstalk Jasper Beanstalk Mad about Minibeasts</p> <p>Love for Reading Handa's Surprise One Day on our Blue Planet</p> <p>Author of the Term Alison Bartlett</p>	<p>Reading: Daily differentiated Phonics/ Reading sessions Differentiated group guided reading sessions. Sharing fact books about lifecycles and how to recycle. Acting out stories such as The Very Hungry Caterpillar. Sharing big books about the topics. Learning new topic specific vocabulary. Library visits. Y6 book buddy time.</p> <p>Writing: Line writing: labels and captions for lifecycles, recycling posters, letters to the council, descriptions of toys including adjectives, retelling of stories (using sentence openers related to time). Use of capital letters and full stops. Spelling polysyllabic words. Continuous provision such as using the word bank to write messages in the recycling and toy shop role play areas and making and writing words with the sound dice.</p> <p>Follow Read to Write literacy writing scheme – Instruction Sentences – The Extraordinary Gardener. Follow handwriting scheme to help letter formation – Teach Handwriting.</p>		<p>Writing Reception (ELG) -</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Nursery (3-4) - Use some of their print and letter knowledge in their early writing. Write some or all of their name.</p>	<p>Comprehension & Word Reading Reception (ELG) –</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, 	<p>Physical Development Reception (ELG) - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</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>Write some letters accurately.</p>	<p>nonfiction, rhymes and poems and during role play.</p> <p>Nursery (3-4) - Understands the five key concepts about print. Develop their phonological awareness. Engage in extended conversations about stories, learning new vocabulary.</p>	
<p>Mathematics</p>	<p>Follow White Rose Maths and Lancashire LAPS Planning document – On the Move, Superhero to 20 and Beyond 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 “Charity Shop” role play. Doubles with recycled bag flowers. Doubles & halves game. Positional language with programmable Beebot. (ICT) Using 3D “junk” to make a model. Name & describe shapes Measuring in different ways. Comparing lengths. Numicon activities Money in Toy Shop role play. Making price tags. Matching coins to price tags. Shopping problems. incl adding two items together & getting change. Using time language to order the day. Looking at the clock face & identifying o'clock and half past. Time word problems. Daily ICT games used in starters and continuous provision</p>	<p>Number Reception (ELG) – <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. <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. Know that the last number reached when counting is the total. Link numerals and amounts. Experiment with their own symbols and marks.</p> </p>	<p>Numerical Pattern Reception (ELG) – <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. </p>	<p>Other (Shape, Space and Measure) Reception (Reception) – <ul style="list-style-type: none"> • 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>Nursery (3-4) - Talk about and explore 2D and 3D shapes. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately. Talk about and identify the patterns around them.</p> </p>

		Solve real world problems to 5.	Nursery (3-4) - Compare quantities as more than/less than.	Extends and create ABAB patterns. Notifies and corrects errors in repeating patterns. Begins to describe a sequence of events.
Knowledge and Understanding of the World	<p>Minibeast Hunt in the pond area of school, looking under rocks & tree stumps etc. Observations & drawings of mini beasts. Fact finding about minibeasts. Observe and draw parts of a plant. Label. Make miniature gardens using soil, plants etc and water over time.. Visit the playground & survey favourite equipment. Design a new playground. Look at the different materials used. Visit from the Council to talk about Recycling. Long term effects of non-recycling on the earth Find out about the things that can be made from recycled materials. IWB Barnaby Bear's Sorting Materials game. (ICT) Recycling depot role play where children look at the properties of a wide variety of rubbish and sort into recycling boxes. Exploration of magnets and what is and is not attracted to a magnet. Investigation around the classroom with magnets. Technology hunt around school. What can we find & draw. What is it used for? What do we have at home? Use the Beebots to sequence the stories. Programming the Beepot to move. 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 – What are our favorites celebrations each year? R.E. – SACRE Planning – Our Special World</p>	<p>Past and Present Reception (ELG) –</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events 	<p>People, Culture and the Communities Reception (ELG) –</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Nursery (3-4) - Show interest in different occupations. Explore how things work.</p>	<p>The Natural World Reception (ELG) –</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Nursery (3-4) - Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and /or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants.</p>

	<p>Geography – Go on a spring walk – create a map of the places we passed.</p> <p>Science – Investigate growth, grow your on beanstalk, discuss minibeasts, talk about saving the planet through recycling.</p>	<p>encountered in books read in class and storytelling.</p> <p>Nursery (3-4)- Begin to make sense of their own life-story and family history.</p>	<p>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>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 Cotton bud blossom tree painting. Pop up frogs with extending tongue. Kitchen roll bees. Concertina caterpillars. Junk model radios. Rain cloud collage. Junk model windchimes. Printing with any material. Split pin toys. Art - Take a look at different famous artists – Giuseppe Arcimboldo – Healthy Eating/ Sunflowers – Van Gogh/ The Snail - Matisse D&T – Design and build a bug hotel. Music – Charanga Scheme – Big Bear Funk</p>	<p>Creating with Materials Reception (ELG) –</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Nursery (3-4) -</p> <ul style="list-style-type: none"> • 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. 	<p>Being Imaginative and Expressive Reception (ELG) –</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Nursery (3-4) -</p> <p>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"> • 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, 	

		<ul style="list-style-type: none"> • 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. 	<p>such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • 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. 	
<p>Personal, Social and Emotional Development</p>	<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 Following rules for various races on Sports day and behaving appropriately on Sports day. Work together in the role play Recycling Centre taking turns with the litter pickers etc. Take turns with the minibests in the small world. Circle times on: Being sensitive to others and their different needs. Talking about self positively and saying your own abilities. Circle Time. Key worker time. Follow SCARF Unit – Being my Best.</p>	<p>Self-Regulation Reception (ELG) –</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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>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. 	<p>Managing Self - Reception (ELG) –</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, 	<p>Building Relationships - Reception (ELG) –</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>Nursery (3-4) -</p>

		<ul style="list-style-type: none"> • 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>going to the toilet and understanding the importance of healthy food choices.</p> <p>Nursery (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. 	<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 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. Children learning new vocabulary related to lifecycles. Headbands guessing game (minibeasts) Find out about recycling & learn recycling facts. Respond to questions asked and ask own how and why questions. Listen to the vet talk about his job</p>	<p>Listening, Attention and Understanding Reception (ELG) –</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher 	<p>Speaking Reception (ELG) –</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future 	

	<p>and ask questions. Follow instructions for a magnetic materials hunt & answer questions about what they have found out. Follow instructions for sorting in the recycling unit Wellcomm Assessment of all children.</p>	<p>and peers.</p> <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?” 	<p>tenses and making use of conjunctions, with modelling and support from their teacher.</p> <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, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute.</p>	<p>Gross Motor Skills</p> <p>Reception (ELG) – Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, 	<p>Fine Motor Skills</p> <p>Reception (ELG) –</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>Other Reception (Reception) –</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and

	<p>Toilet use and hand washing. Winter Olympics, circuit training including throwing, catching, pating, kicking and an obstacle course with under/over equipment. Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc. Follow the Early Years Scheme of work for Lancashire. 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.</p>	<p>jumping, dancing, hopping, skipping and climbing.</p> <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 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. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <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>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 • Further develop the skills they need to manage the school day successfully: <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 meeting their own care needs, e.g. brushing teeth, using the toilet, washing
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				and drying their hands thoroughly. • 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.
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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 piece to see if it will fit. • Keep on trying when things are difficult.
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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
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	<p>might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”</p> <ul style="list-style-type: none"> • 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. 	
<p>Online Safety</p>	<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>
<p>RE</p>	<p>Key Question (to be used all year): Why are some things special?</p> <p>Focus Question (for this investigation): Special Places: What is special about our world?</p> <p>In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.</p> <p>This unit will link closely to work on the natural world within the area of learning Understanding the World. Ideas about the Christian view of creation are revisited and built upon in the Y2 unit: Does how we treat the world matter?</p> <p>Be aware and mindful of pupils’ religious and cultural backgrounds - please be aware that Muslims are not permitted to draw / act out any parts of Allah’s (God’s) creation and so Muslim pupils need to be given the chance to respond to the creation story in ways that do not compromise their faith.</p>	