

Plymouth Grove Primary School

Long Term EYFS Curriculum Map

Nursery 2021-2022

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Themes 21-22 | Colour, shape and pattern | Marvellous Me | Traditional Stories | Space | Under the Sea | Farm |
| Core Text | Pete the Cat -My White Shoes | from head to toe  My mum and dad make me laugh | Goldilocks and the Three Bears.  Three Little Pigs  Gingerbread man | Bob the Man on the Moon.  Two Little Aliens | Barry the Fish with Fingers | What the Ladybird Heard |
| Seasonal Learning opportunities and Festivals | Eid, Autumn, Harvest | Bonfire Night  Christmas | Winter  Chinese New Year | Easter  Spring | Eid  Mothers Day | Summer  School Trip - Farm |
| Within Nursery the children are taught using a combination of focused teaching and child initiated play. The areas of learning are mapped out below showing the progression of skills and the sequence in which individual skills are taught. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded throughout the year and are built upon throughout the year. | | | | | | |

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|  | Autumn | Spring | Summer |
| Communication and Language   * Listening, Attention and Understanding * Speaking | Listen to simple stories and understand what is happening, with the help of the pictures.  Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ | Enjoy listening to longer stories and can remember much of what happens.  Use a wider range of vocabulary.  Sing a repertoire of songs.  Use longer sentences of four to six words. | Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions.  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.” |
| Personal, Social and Emotional Development  -Self- Regulation  -  Managing Self  -  Building Relationships | Establish their sense of self.  Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities.  Develop friendships with other children.  Safely explore emotions beyond their normal range through play and stories.  Are talking about their feelings in more elaborated ways: “I’m sad because…” or “I love it when … | Develop appropriate ways of being assertive.  Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried  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.  Develop their sense of responsibility and membership of a community. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. | ▪ Begin to understand how others might be feeling. ▪ Help to find solutions to conflicts and rivalries  Do not always need an adult to remind them of a rule.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  From Physical Development.  Make healthy choices about food, drink, activity and toothbrushing. |
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| Physical Development  Gross Motor  Fine Motor | 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.  Build independently with a range of appropriate resources.  Develop manipulation and control. Explore different materials and tools. | 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.  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.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | 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.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| Literacy  Reading Comprehension  Reading Word Level  Writing | Pay attention and responds to the pictures or the words.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.  Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Make marks on their picture to stand for their name | To Understand that print has meaning - print can have different purpose  To be able to name of the different parts of a book - page sequencing.  Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a words.  Use some of their print and letter knowledge in their early writing. | To know we read English text from left to right and from top to bottom.  recognise words with the same initial sound, such as money and mother.  Write some or all of their name.  Write some letters accurately |
| Mathematics  Number and Numerical Pattern | Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Do they show awareness of the daily routine?  Recite numbers past 5. ▪ Say one number for each item in order: 1,2,3,4,5. | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.  Make comparisons between objects relating to size, length, weight and capacity.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  Combine shapes to make new ones - an arch, a bigger triangle etc.  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  Extend and create ABAB patterns. For example - stick, leaf, stick, leaf. Notice and correct an error in repeating pattern.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| Understanding the World  Past and Present  People, culture and communities  The Natural World | Begin to make sense of their own life-story.  To recognise that people have different beliefs and take part in different celebrations.  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. | Begin to make sense of their own life-story. and family’s history.  To know that people are different and to respect differences.  Show interest in different occupations.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | Begin to make sense of their own life-story. and family’s history.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Explore how things work.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice. |
| Expressive Art and Design  Creating with Materials  Being Imaginative and Expressive | Explore different materials freely, in order 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.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Listen with increased attention to sounds.  Remember and sing entire songs. | 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.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ▪ Explore colour and colour mixing.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Create their own songs, or improvise a song around one they know. ▪ Play instruments with increasing control to express their feelings and ideas. |