

	Autumn 1 All About Me Incredible You					Autumn 1 Children's choice		Autumn 2 A walk in the woods We're Going on a Leaf Hunt							Spring 1 People Who Help Us Emergency!					Spring 2 Old MacDonald had a Farm Farmyard Hullabaloo						Summer 1 Wonderful World Growing and Changing Jack and the Beanstalk						Summer 2 Beside the Sea Commotion in the Motion					Summer 2 Children's choice	
week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	12	13
Key events/ enrichment	Term starts Mon 4 th September Harvest Festival activities End of term Wednesday 18 th October							Start of term 30 th October Individual and Sibling Photos Tues 31 st Oct Bonfire night 5 th November Diwali Sun 12 th Nov Christmas activities and performance End of term Wednesday 20 th Dec at 1.30pm							Start of term Monday 8 th January Chinese New Year activities for 10 th February Half term Friday 9 th February					Start of term Mon 19 th February World Book Day Thursday 7 th March National Science week 8 th March Eid 10 th April Frogspawn watch Easter activities for Week beg 25 th March End of term Thursday 28 th March at 1.30pm						Start of term Mon 15 th April Bare foot sensory walk Insect lore – hatching butterflies Planting and growing Beans/sunflowers Half term Friday 26 th May						Start of term Mon 3 rd June TD Day Mon 24 th June Ice rescue experiments Nursery Leavers picnic/party End of term Weds 24 th July at 1.30pm						
Literacy	Characters, inventions, plot ideas and new vocabulary are introduced weekly via stories and applied through story dough. Non-fiction texts covered through UTW opportunities. Read stories Draw simple story maps Re-tell stories Strengthen muscles and imagination ready for writing. Make meaningful marks Make connections to stories Through provision make marks linked to real life experiences such as job lists, shopping lists, speeding tickets, menus etc																																					
	Sticky knowledge - Reading Pick up a book to hold around the correct way and turn pages. Listen to and identify environmental sounds. Writing Random mark making with a circular motion							Sticky knowledge Reading Know that print has meaning. Know the names of the different parts of a book. Listen to and identify environmental sounds. Writing Random mark making with straight lines							Sticky knowledge Reading Know that print can have different purposes. Listening to rhyme and rhythm in words. Count and clap syllables. Sensory baskets linked to books to develop vocabulary associated with sense of hearing. Writing Random zig zag marks anywhere on the page					Sticky knowledge Reading We read from left to right and top to bottom. Hearing and identifying the rhyme and rhythm in words. Suggest other words in a rhyming set. Sensory baskets linked to books to develop vocabulary associated with sense of touch. Writing Mark making with left to right progression						Sticky knowledge Reading Know that a book starts at the front and pages need to be turned in sequence until the end/back of the book. Play oral blending games and begin to hear initial sounds in words. Sensory baskets linked to books to develop vocabulary associated with sense of smell. Writing Use some recognisable letters from their own name in emergent writing. Begin to give meaning to marks made.						Sticky knowledge Reading Use books to act out the process of reading a story independently. Orally blend some cvc words in Fred games. Sensory baskets linked to books to develop vocabulary associated with sense of sight/simple descriptions. Writing Use some recognisable letters from their own name in emergent writing. Write some or all of their name. Write some letters accurately. Begin to write for a purpose.						
	Observation Checkpoint 3-4 yrs: Understand the five key concepts about print; Print has meaning. Print can have different purposes. We read English text from left to right and top to bottom. The names 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 word, recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.																																					
Favourite in 5 titles	1.Red Rockets Rainbow Jelly 2.Funny Bones 3.The Colour Monster							1.Goldilocks and the 3 Bears 2.Owl Babies 3.Hedgehog How De Do							1.Duck in the Truck 2.The Pig in the Pond 3.The Wonky Donkey					1.Ness the Nurse 2.Fireman Piggywiggy 3.The Everywhere Bear						1.Oliver's Vegetables 2.Jasper's Beanstalk 3.The Very Hungry Caterpillar						1. Kipper's Sunny Day 2.Winnie and Wilbur at the Seaside 3.Pirates Love Underpants						

	4.Brown Bear, Brown Bear, What Do You See? 5.Dear Zoo	4.The Leaf Thief 5.It was a Cold, Dark, Night	4.The Little Red Hen 5.The Three Billy Goats Gruff	4.You Can't Call an Elephant in an Emergency 5.There's a Superhero in my Book	4.The Teeny Weeny Tadpole 5. Monkey Puzzle	4.Pirate Pete 5.Sally and the Limpet						
Mathematics	Say one number for each item in order; 1,2,3,4,5. Recite numbers past 5. Learn counting rhyme; 1,2,3,4,5 once I caught a fish alive.	Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. (sides need to be straight, therefore circles do not have sides. They are round and flat) Talk about and identifies the patterns around them. For example; stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Develop fast recognition of up to 3 objects, without having to count them individually (subitising).	Understand position through words alone – for example, "The bag is under the table," - with no pointing.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...	Talk about solid shapes (3D), using informal and mathematical language; 'edges' and 'faces', 'straight' and 'curved'. 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.	Experiment with their own symbols and marks as well as numerals.	Make comparisons between objects relating to size, length, weight and capacity.	Compare quantities using language; 'more than', 'fewer than'.	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Show 'finger numbers' up to 5. Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5.	Solve real world mathematical problems with numbers up to 5. Extend and create ABAB patterns – stick, leaf, stick leaf. Notice and correct an error in a repeating pattern.
	Sticky knowledge Recite 1,2,3,4,5 rhyme	Sticky Knowledge Identify a circle as a round shape. Identify triangles as having 3 sides and rectangles as having 4.	Sticky Knowledge Show 1,2, and 3 on fingers to represent 1,2,and 3 objects.	Sticky knowledge Understand; under, over, on top, next to, up and down..	Sticky knowledge Count up to 3 objects and say how many there are. Know meaning of 'first' and 'last', and 'now' and 'next'	Sticky knowledge Dice are cubes. Icecream cones are cone shaped. Balls are spheres.	Sticky knowledge Represent numbers with marks such as dots or lines.	Sticky Knowledge Use big and small to describe size. Long and short to describe length. Heavy and light to describe weight and full and empty to describe capacity.	Sticky knowledge Compare large quantities with small quantities and say which group has more or fewer objects.	Sticky knowledge Children can tell someone how to get to the toilet from Nursery.	Sticky Knowledge Show 'finger numbers' up to 5	Sticky knowledge Buy penny buns using the rhyme 'five current buns'. Make repeating patterns using red circle counters and blue circle counters.
Observation checkpoint 3-4 years; Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number for each item in order; 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 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'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. 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'.												

	<p>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. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies 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 – stick, leaf, stick leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’...</p>					
Communication and Language	<p>Sticky Knowledge by end of EYFS1 Recall familiar stories. Children answer questions about what they are doing, while they are doing it. Use new words linked to senses (soft, hard, cold, fluffy, warm, bumpy, loud, quiet, thud, bang, ring, fruity, smelly, pleasant, stinky, bright, colourful, dull, patterned etc) to describe sensory experiences. Retell at least one of the favourite five stories off by heart. Use sentences of four to six words in length. Use talk to organise. Use words to express feelings and ideas.</p> <p>Observation checkpoint 3-4yrs Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. 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?” 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’. Develop their pronunciation but may have problems saying: 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 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>					
PSED	<p>Me and My Relationships Marvellous Me! I’m special People who are special to me</p>	<p>Valuing difference Me and my friends Friends and family Including everyone</p>	<p>Keeping Safe People who help me and keep me safe Safety indoors and outdoors What’s safe to go into my body</p>	<p>Rights and Respect Looking after myself Looking after others Looking after my environment</p>	<p>Growing and changing Growing and changing in nature When I was a baby Girls, boys and family</p>	<p>Being my best What does my body need? I can keep trying I can do it!</p>
	<p>Sticky Knowledge by end of EYFS 1 Choose it, use it and put it away (clearing up after ourselves). We can use timers to help us take turns. Know who to ask for help. How to use play equipment safely. How to play safely and follow school rules;</p>					
	<p>Observation Checkpoint 3-4yrs 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. Develop their sense of responsibility and membership of a community. 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. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. 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.</p>					
	<p>Sticky knowledge by end of EYFS1 Be able to move around safely and in a variety of ways; run, skip, cycle. Balance and climb, using alternate feet. I can hold scissors and cut out a shape independently. I can hold my pencil correctly. I can put my coat on and zip it up.</p> <p>Observation Checkpoint 3-4yrs Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go upstairs, 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. Increasingly be 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. 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</p>					
Understanding the world	<p>Talk about what they see, using a wide vocabulary. School, buildings, field, trees, hill, playground. Use all their senses in hands-on exploration of natural materials.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Show interest in different occupations. Post person, police officer, doctor, nurse, vet, teacher, dentist. . Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p>Know that there are different countries in the world. England, Australia, Ghana, North pole, Explore collections of materials with similar and/or different properties. Explore how things work. Understand the key features of the life cycle of an animal.</p>	<p>Talk about the weather they can see/feel, using a wide vocabulary. Hot, cold, foggy, rainy, sunny, snowy, frosty, windy. Talk about differences in the countries around the world from photos and experiences. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.</p>	<p>Children talk about different places from their experiences (woodland with trees, beach with sand and sea, town with shops)</p>

	<p>Sticky Knowledge by end of EYFS 1 I can talk about myself and my family. I can use all my senses and describe what I see, hear, smell, touch and taste. I can look after and care for plants and living things and respect my environment. I know the difference between a police officer, a doctor and a post person.</p> <p>Observation Checkpoint 3-4yrs 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. Show interest in different occupations. Explore how things work. 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing 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.</p>
Expressive Arts and design	<p>Sticky Knowledge by end of EYFS 1 I can take part in pretend play with my friends and act out a narrative. I can construct a 3D model using big and small wooden blocks, stickle bricks or natural materials. I can draw a face with features. I can join in with songs as a group and sing a song on my own independently.</p> <p>Observation Checkpoint 3-4 yrs Take part in simple pretend play, using an object to represent something else even though they are not similar. 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. 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. 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. Show different emotions in their drawings – happiness, sadness, fear, etc. 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>

Long term curriculum map EYFS1 2023/24