

## Cherry Hinton Primary School Long Term EYFS Curriculum Map – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Settling in, making friends, All About Me; people we know	Autumn/ Christmas Fire	Winter/ice; Animals in winter; Emotions	Spring/Easter; Growth	Growing and planting; healthy eating; bugs	Summer Changes
Possible Texts linked to area of learning	Stick and Stone; Little Rabbit Foo Foo	Owl Babies; Nativity Story	Jack Frost; Little Red Riding Hood; Three Billy Goats Gruff; The Colour Monster	Jack and the Beanstalk; Not a Stick; Easter Story	Sam and Dave Dig a Hole; Jasper's Beanstalk; The Very Hungry Caterpillar	The Gingerbread Man; Little Cloud Little Red Hen
Nursery Rhymes	Hello Everyone, What is the Weather Today? Days of the Week Song.	Two Little Dickie Birds; Peter Pointer; Christmas songs Twinkle Twinkle etc	Heads Shoulders Knees and Toes; Copy Me	Easter Songs – Little Peter Rabbit, Hop Little Bunny	Five Little Peas; the Snail Song	Incy Wincy Spider; 1,2,3,4,5 Once I caught a Fish Alive
Key Experiences	Trees Matter Visit Local Shops visit	Raptor Owls Diwali Christmas performance	Trees Matter Visit	Spring Performance Visit to St Andrew's Church	Trees Matter Visit Bus Trip	Sports Day End of Year Picnic Allotment trip
Seasonal Learning Opportunities	Autumn – leaves, conkers, squirrels.	Planting blulbs, fire, light/dark, shadows, leaves.	Winter – ice-snow, dark and light, tree silhouettes, bark rubbings, twigs.	Rain, mud kitchen, planting seeds, observing blossoms, spring flowers, green leaves, frogspawn.	Sunshine, water play, planting vegetables, tree climbing, bugs, worms, bird identification.	Harvesting vegetables, bug hunts, identification of flowers/trees/birds, water play.
Whole school events	Black History Week	Advent Day		Science week		Creative Arts Week

Within Nursery the children are taught using a combination of child-initiated play and focused teaching; the areas of learning are mapped out . Although we have overarching themes, these are not rigid, and we will follow other lines of interest when these arise. We also adapt an in the moment planning approach to meet the needs and interests of our children. As children join our setting at different times throughout the year, and have different starting points, the statements below are taught and

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<p><b>Personal Social and Emotional Development</b></p> <p>Self- regulation</p> <p>Managing self</p> <p>Building relationships</p>	<ul style="list-style-type: none"> <li>• Can make relationships with the staff and other children in the class.</li> <li>• Can understand the boundaries within the classroom and become familiar with our positive behaviour ethos.</li> <li>• Be familiar with the environment and develop their own interests and preferences.</li> <li>• Can select and use resources with help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand about sharing their space and resources with others.</li> <li>• Can take care of our classroom and the resources that we use.</li> <li>• Begin to understand and accept that other children may feel differently and have different needs.</li> <li>• Begin to take pride in what they do and will share their achievements with others</li> <li>• Begin to dress independently and confidently manage their own basic personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be aware of a range of feelings and emotions and be able to express how they are feeling.</li> <li>• Begin to be more confident when playing and communicating with other children and adults.</li> <li>• Learn to handle changes in the usual routines and new situations</li> <li>• Can resolve conflicts with others through appropriate communication.</li> </ul>
<p><b>Physical development</b></p> <p>Gross motor skills</p> <p>Fine motor skills</p>	<ul style="list-style-type: none"> <li>• Learn to confidently move in a range of different ways on different levels at varying speeds during P.E sessions and in our outdoor provision.</li> <li>• Build up their confidence when balancing during our P.E sessions and in the outdoor provision.</li> <li>• Begin to develop the overall body strength and coordination to skip, hop, stand on one leg and hold a pose.</li> <li>• Can use large muscle movements to paint make marks and climb.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their confidence when mark making, holding tools appropriately and forming some familiar letters</li> <li>• Use one handed tools e.g. scissors, peelers, tweezers.</li> <li>• Begin to independently use a knife and fork.</li> <li>• Begin to show preference to a dominant hand.</li> <li>• Begin to hold a pencil effectively using the tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to take part in group activities which they may make up themselves.</li> <li>• Match their developing skills to tasks and activities in the setting eg walk, crawl, cross a plank.</li> <li>• Collaborate with others to move large items such as hollow blocks or long plank</li> </ul>

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			<ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing.</li> </ul>			
<p><b>Communication and Language</b></p> <p>Listening Attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> <li>• Have opportunities to join in with a range of songs and rhymes.</li> <li>• Have opportunities to enjoy and listen to a range of stories</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Learn new vocabulary relating to topics and interests.</li> <li>• Learn to use questions to find out more information</li> <li>• Learn new vocabulary relating to what we are learning about.</li> <li>• Learn to use talk in their imaginative play.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand some question words-who what when where.</li> <li>• Begin to follow directions and instructions.</li> <li>• Can understand vocabulary that has been introduced and begin to use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their story telling language when re-telling and re-enacting familiar stories.</li> <li>• Learn to speak with confidence during our circle/carpet times sessions</li> <li>• Can use longer sentences of 4 to 6 words</li> <li>• Can start a conversation with an adult or friend and continue for many turns.</li> <li>• Use talk to organise themselves and their play</li> <li>• Begin to understand and respond to why and how questions.</li> </ul>			
<p><b>Literacy</b></p> <p>Writing</p> <p>Reading</p>	<ul style="list-style-type: none"> <li>• Understand print has meaning,</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Understand print can have different purposes.</li> <li>• Understand we read English text from left to right and from top to bottom</li> <li>• Understand that stories are read in page sequence.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of what has been read to them by retelling stories and narratives using actions and words.</li> <li>• Join in with repetitive texts.</li> <li>• Can predict what might happen next in a story</li> <li>• Can use and understand recently introduced vocabulary during discussions.</li> </ul>			
<p><b>Phonics (phase 1 skills)</b></p>	<p><b>General Sound discrimination</b></p> <p><b>Environmental</b> – listening walks, drumming on different items, sound lotto, making shakers.</p>	<p><b>General Sound discrimination</b></p> <p><b>Instrumental</b> – sounds made by various instrument and noise makers. Matching sound makers, playing</p>	<p><b>Rhythm and rhyme</b> - Rhyming stories, rhyming bingo, clapping syllables, odd one out.</p>	<p><b>Alliteration</b> – focus on initial sounds of words. Activities include – I-Spy and matching objects that start with same sound.</p>	<p><b>Voice sounds</b> – distinguish between different vocal sounds and begin oral blending and segmenting. Activities include Metal Mike (feed words to robot's mouth using</p>	<p><b>Oral blending and segmenting</b> – Blending – teachers says c-u-p and sees if children can pick out a cup from group of objects.</p>

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		instruments to a story (loudly and quietly). <b>Body percussion</b> – singing songs and action rhymes, listening to music, building a sound vocabulary.			robot voice e.g. c-u-p cup.	Segmenting – teacher holds up a sock and asks children what sounds they can hear in the word sock.
<b>Mathematics</b>  Number  Numerical patterns	<ul style="list-style-type: none"> <li>• Have opportunities to join in with a range of counting rhymes.</li> <li>• Begin to have 1-1 correspondence when counting in play</li> <li>• Learn to recite numbers in order. • Be able to match numerals to amounts</li> <li>• Be able to show finger numbers to 5</li> <li>• Knows that the last number reached in counting is the total.</li> <li>• Have fast recognition of up to 3 objects without counting (subitising)</li> <li>• Begin to recognise numbers up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an interest and curiosity about numbers and number problems.</li> <li>• Can recognise a pattern and be able to correct an error in a repeating pattern</li> <li>• Build up their awareness and knowledge of shapes through play eg select shapes appropriately for building.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of time, such as times of day and different routines</li> <li>• Begin to use language of sequence- first, next, then.</li> <li>• Begin to compare objects by their shapes and size.</li> <li>• Learn to understand and use positional language in their play.</li> </ul>			
<b>Understanding the World</b>  Past and Present  People, community, Culture  Natural world	<ul style="list-style-type: none"> <li>• Begin to talk about members of their immediate family and community.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Can talk about things that are the same and different in people, book characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about what they notice in the world around them increasing their vocabulary.</li> <li>• Have opportunities to share special experiences and events from their own and different cultures.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Learn about different occupations and different ways that people live their lives.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise some environments that are different to the one in which they live.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Have opportunities to use technology to find out information.</li> <li>• Have opportunities to explore how things work.</li> <li>• Learn about what plants need to grow and that we need to take care of plants.</li> </ul>			

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<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else.</li> <li>• Begin to develop complex stories in small world play.</li> <li>• Make imaginative and complex small worlds with blocks and construction kits.</li> <li>• Explore different materials freely to develop ideas about how to use them and what to make.</li> <li>• Develop own ideas and decide what materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in drawings and painting e.g. happiness, sadness, fear.</li> <li>• Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increasing attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person – pitch match.</li> <li>• Sing the melodic shape of familiar songs e.g. up and down, down and up.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
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