

EYFS curriculum map 2023-2024

Nursery and Reception challenges; understanding the world, people and community
All other aspects of learning are supported through quality provision, planned carpet sessions



	Nursery								Reception							
Term	Autumn			Spring		Summer			Autumn				Spring		Summer	
Challenge	Who lives in my House?	How do colours make you feel?	How can we help Father Christmas deliver his presents?	What can we find in the winter garden?	What can I do with liquids?	How do I get about?	What happened to Jack's Beans?	Who can save the day?	What can I tell you all about me?	Twinkle, twinkle little star how I wonder what you are?	Why are the leaves changing colours?	Why is it so cold in winter?	Who are the famous characters in my books?	Who would you meet in the deep, blue sea?	Who would you invite to the animal ball?	What can I tell my new teacher about me?
Values	Respect	Respect	Respect	Resilience	Resilience	Empathy	Empathy	Empathy	Respect	Respect	Empathy	Empathy	Resilience	Empathy	Respect	Reflection
Themes	Themselves	Emotional Literacy	Christmas celebrations	Day and Night Seasons of the Year	Water Colour mixing	Transport Mapping	Plants Growing plants	Transition	Themselves	Space	Seasons – Autumn Change	Seasons – Winter Change	Books Creativity, Imagination	Sea/Ocean animals	Land Animals	Transition
Golden Threads	Good Health SDG 9	Good Health SDG 9	Infrastructure SDG (9.8)	Climate SDG (13,14,15)	Sustainability, Climate SDG (11,13,14,15)	Infrastructure, Sustainability SDG (9.8, 11)	Climate, Sustainability SDG (9.8,11)	Equality ,Democracy SDG (5,16)	Equality SDG (5)	Innovation SDG (9)	Climate SDG (15, 13)	Climate SDG (15,13)	Equality SDG (5, 10)	Climate SDG (13,15)	Climate SDG (13,15)	Equality SDG (5)
Characteristics of Learning	Playing and Exploring Finding out and exploring •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests	Creating and Thinking Critically Making links •Making links and noticing patterns in their experience •Making predictions •Testing their ideas •Developing ideas of grouping, sequences, cause and effect	Playing and Exploring Finding out and exploring •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests	Creating and Thinking Critically Making links •Making links and noticing patterns in their experience •Making predictions •Testing their ideas •Developing ideas of grouping, sequences, cause and effect	Creating and Thinking Critically Making links •Making links and noticing patterns in their experience •Making predictions •Testing their ideas •Developing ideas of grouping, sequences, cause and effect	Active Learning Being involved and concentrating •Maintaining focus on their activity for a period of time •Showing high levels of energy, fascination •Not easily distracted •Paying attention to details	Creating and Thinking Critically Making links •Making links and noticing patterns in their experience •Making predictions •Testing their ideas •Developing ideas of grouping, sequences, cause and effect	Active Learning Enjoying achieving what they set out to do •Showing satisfaction in meeting their own goals •Being proud of how they accomplished something – not just the end result •Enjoying meeting challenges for their own sake rather than external rewards or praise	Active learning Being involved and concentrating •Maintaining focus on their activity for a period of time Creating and thinking critically •Enjoying and achieving what they set out to do	Playing and Exploring •Finding out and exploring •Showing curiosity about objects, events and people Active learning •Being involved and concentrating •Maintaining focus on their activity for a period of time	Playing and Exploring •Showing curiosity about objects, events and people Active learning •Showing high levels of energy, fascination •Paying attention to details	Playing and Exploring •Showing curiosity about objects, events and people •Using senses to explore the world around them Active learning •Showing high levels of energy, fascination •Paying attention to details	Creating and thinking critically •Enjoying and achieving what they set out to do •showing satisfaction in meeting their own goals. Active learning •Showing high levels of energy, fascination •Not easily distracted •Paying attention to details	Playing and Exploring •Finding out and exploring •Showing curiosity about objects, events and people •Using senses to explore the world around them Creating and thinking critically •Enjoying meeting challenges for their own sake rather than external rewards or praise	Playing and Exploring •Finding out and exploring •Showing curiosity about objects, events and people •Engaging in open ended activities •showing particular interests	Creating and thinking critically •Being proud of how they accomplished something not just the end result. •Enjoying meeting challenges for their own sake rather than external rewards or praise.
Knowledge Pupils Explore	Who else lives in my house and what are they called? What is special about my family? What is my house made of? What is my address? What can I see out of the window? Who visits my house?	What colours are your favourite? How many colours are in Nursery? Why do we know that Little Riding Hood liked red the best? What sort of colours would the Big Bad Wolf wear? Which colours make you feel happy or sad? How do colours make you feel?	How does Father Christmas deliver presents? Who does the postman deliver presents to? Is it winter everywhere in the world at Christmas? How can you move heavy things? Do you need to be asleep when Father Christmas comes to visit? How does the postman know where to deliver presents?	Why do I need to wear a scarf and gloves? Where does the frost come from? Why is there ice on the cars? Why does it get dark? Why does it snow? What can we find in the winter garden?	How can I make bubbles? Why do firefighters need water? How can you make water move? Where do puddles go? What happens when you mix colours together? What can I do with liquids?	How do I get to school? Why are the wheels on the bus round? How can Little Red Riding hood get safely to grandma's house? Could a train travel on the road could a car travel on the rails? Where would I go if I wanted to travel to France?	What did Jack need to do to make the beanstalk grow? Where do flowers come from? Can we grow really big flowers? What could we grow in our vegetable garden? Who likes vegetable soup? Do potatoes grow on trees? What happened to Jack's beans?	Who do you know that is brave? Who can help us?	The parts of the body and what they look like. What makes them special Who is in their family How they are different to their friends.	Names of planets and constellations. How you would get to space. How life of different planets is different to life on Earth. Key people in space travel	Changes that happen during the seasons. What happens to the trees in Autumn – why do the leaves change colour? What happens to wildlife during Autumn? Colour mixing – creating autumn colours	Changes that happen during the seasons. What happens to the trees in Autumn – why are there no leaves on the trees? What happens to wildlife during Winter? Maintaining the environment. Traditions and celebrations during winter	Different characters in familiar books The roles of the hero and the villain Traditional tales versus modern tales Structuring stories – story s and story mountains. Features of a castle and design their own castle.	Oceans and seas around the world. Similarities and difference to animals. Where animals live around the world. Looking after and caring for animals. Features of a boat and design their own boats linked to floating and sinking.	Continents around the world. Similarities and difference to animals. Where animals live around the world. Looking after and caring for animals.	What makes them special. How are they similar and different to their friends? How was life different in the past? What does my community look like?
EYFS skills Understanding the World The Natural World	UW 3-4 Use all their senses in hands on exploration of natural materials.	UW 3-4 Explore collections of materials with similar and/or different properties - UW 3-4 Use all their senses in hands on exploration of natural materials	UW 3-4 Explore and talk about different forces they can feel	UW 3-4 Talk about the differences between materials and changes they notice UW 3-4 Begin to understand the need to respect and care for the natural environment and all living things.	UW 3-4 Talk about the differences between materials and changes they notice UW 3-4 Explore how things work. UW 3-4 Explore and talk about different forces they can feel.	- UW 3-4 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos UW 3-4 Explore and talk about different forces they can feel	UW 3-4 Plant seeds and care for growing plants UW 3-4 Understand the key features of the life cycle of a plant and an animal UW 3-4 Begin to understand the need to respect and care for the natural environment and all living things. UW 3-4 Use all their senses in hands on exploration of natural materials. UW 3-4 Talk about what they see, using a wide vocabulary.			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.	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.	- 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;	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.			
EYFS skills Understanding the World Past and Present	UW 3-4 Begin to make sense of their own life-story and family's history		UW 3-4 Show interest in different occupations.				UW 3-4 Talk about the differences between materials and changes they notice	UW 3-4 Begin to make sense of their own life-story and family's history.	- 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; - Recall some important narratives, characters and figures from the past encountered in books read in class.	- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;			- Recall some important narratives, characters and figures from the past encountered in books read in class.			- 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; - Recall some important narratives, characters and figures from the past encountered in books read in class.
EYFS skills Understanding the World People, Culture and Communities	UW 3-4 Continue to develop positive attitudes about the differences between people	UW 3-4 Talk about what they see, using a wide vocabulary.	UW 3-4 Begin to make sense of their own life-story and family's history.			UW 3-4 Begin to make sense of their own life-story and family's history UW 3-4 Show interest in different occupations.		UW 3-4 Begin to make sense of their own life-story and family's history. UW 3-4 Continue to develop positive attitudes about the differences between people.	- 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;	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;					- 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.	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.
Vocabulary	House Home Flat Mum, Dad, Brother, Sister, Auntie, Uncle, Grandmother, Grandfather, Road, Street Door Number Garden Kitchen Front room Bedroom Living Room	Red, Yellow, Blue, Orange, Green, Black, White, Happy, Sad, Angry, Upset, Worried, Shy, Excited,	Christmas Nativity story Address Numbers to 10 Country Hot Cold Sunny Cloudy Rain World	Day Night Dusk Dark Moon Street light Light Stars Colours	Flow Mix Pour Stir Bubble Put out Fill Full Empty	Car Bus Train Aeroplane Walk Scoot Run Ride Road Street Airport Small Station Smaller Smallest Underground	Plant Leaf Flower Stem Seed Beanstalk Grow Tall Taller Tallest Small Smaller Smallest	Brave Worried Scared Nervous Excited Policeman Police Woman Fire Fighter Paramedic Teacher Vet Doctor	Family, parents, siblings, brother, sister Body: leg, arms, head, face, knees, shoulders, elbows, fingers, hands, feet, toes, eyes, nose, ears, mouth	Planets, stars, constellations, sun, galaxy, Milky Way, rocket, gravity Jupiter, Venus, Mercury, Uranus, Mars, Earth, Saturn, Neptune Astronaut	Autumn, seasons, winter, spring, summer Trees, leaves, decay, evergreen, deciduous Change, differences, similarities Rain, wind, fog, sunshine, mist	Winter, seasons, Autumn, spring, summer Trees, leaves, decay, evergreen, deciduous Change, differences, similarities Hibernation Snow, sleet, cold, warm	Books, non-fiction, fiction, genre Characters, settings, fairy tales, heroes, villain, beginning, middle, end	Animals, mammals, birds, reptiles, amphibians, fish Continents, earth, land, water, Africa, Asia, Europe, North America, South America, Oceania, Antarctica Oceans – Atlantic, Pacific	Animals, mammals, birds, reptiles, amphibians, fish Continents, earth, land, water, Africa, Asia, Europe, North America, South America, Oceania, Antarctica	Family, parents, siblings, brother, sister Past, present Religion, faith, worship Respect, acceptance, tolerance