

Eaves Primary School FS1 Curriculum Map 2022-2023



Eaves Primary School- Early Years Foundation Stage Curriculum Map - Nursery 2022-2023- SUMMARY DOCUMENT						
(Please contact EYFS Lead, Mrs Jennings for extended curriculum map and associated documentation)						
Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	It's good to be me!	Houses and Homes (Home!)	Day and Night The Weather	Growing	Creatures great and small	Journeys
PSED Personal, Social and Emotional Development	Relationships: Sense of Identity <i>Special People.</i> Separates from carer with support. Being a good friend. Taking turns. Being polite. Beginning to accept feelings of others - focus on play and turn taking. Establish & co-operate new rules, routines and boundaries.	Living in the wider world: More about me. <i>Special Moments.</i> What makes me special. What makes my family special. How do special people care for each other. Personal events from the past. Special Occasions. My family and celebrations that are important to them. People who help us. Stay safe including stranger danger.	Health and Wellbeing: Looking after myself. <i>My feelings</i> Happy, sad, angry. Importance of sleep and routine. Tooth brushing. Hand hygiene. How to manage basic hygiene.	Health and Wellbeing: Feelings, Health and Hygiene <i>My body</i> Foods that are good for me. Talk about foods that grow from the ground or from a tree, what is a healthy diet? How to stay healthy (physically and emotionally). Happy, sad, angry, scared.	Living in the wider world: My community <i>Actions have consequences</i> Self-worth and worth of others. Caring and sharing. Sensitivity to others. Empathy. Being helpful. Sense of responsibility. Co-operation. Happy, sad, angry, scared.	Relationships: My feelings Identify a range of feelings, including words to describe them and strategies for managing them. Fair/ unfair. Awareness of self and uniqueness. Improved confidence. Self-identity. Likes and dislikes. Preferences. Kind and unkind behaviours.
Physical Development Moving & Handling Health & Self Care	Fundamental Movement Skills Run and stop with some control. Games Throw and roll a variety of beanbags and balls to space. Stop a beanbag or large ball sent to them using hands. Identifying key parts of the body and learning what they are used for. Hand-washing / toileting needs and routines. Take off and hang up coat Support with zip/buttons. Try new foods at snack-time.	Fundamental Movement Skills Throwing larger balls and beanbags into a space. Games Run and stop when instructed. Move around showing limited awareness of others. Mark making, malleable and messy play. Painting. Hand dominance. Supervised tooth brushing. Use large- muscle movements to wave flags and streamers, paint and make marks.	Fundamental Movement Skills Explore skipping as a travelling action. Games Drop and catch with two hands. Move a ball with feet. Kick larger balls to space. Body Management. Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Continue to develop their movement, balancing, riding and ball skills.	Fundamental Movement Skills Jump and hop with bent knees. Games Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Make simple decisions in response to a situation. Body Management. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Fundamental Movement Skills Balance whilst stationary and the move. Games Continuation of previously taught skills. Dance Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using space around them. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Fundamental Movement Skills Change direction at a slow pace. Explore moving different body parts together. Games Continuation of previously taught skills. Outdoor adventurous activities. Follow simple instructions. Share their ideas with others. Follow a path. Independently opening straws and juice at lunch / snack time. Independently trying to cut own food and clearing own tray at lunchtime.

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<p>Literacy Reading & Comprehension</p> <p>Communication and Language <i>Ongoing focus on building skills & vocabulary</i></p>	<p>Reading The children will explore a variety of stories, rhymes, poems, non-fiction and fiction. Sharing books throughout the session and during our daily story time. The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker. The children will begin to learn new vocabulary that is explored through a variety of texts. The children will be offered a language rich environment in which adults talk with children throughout the day. The children will share poetry and songs repeatedly.</p> <p>Vocabulary and Language Development Model new language consistently and repetitively. Introduce Bump into Words.</p>	<p>Reading The children will extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities. Children will be encouraged to talk about what is happening and give their own ideas. Children will be offered lots of interesting things to investigate, encouraging them to ask questions. The children will become familiar with and grow to love a variety books, songs and rhymes. Recognise familiar words and signs such as own name and advertising logos.</p> <p>Vocabulary and Language Development Model new language consistently and repetitively The children will share poetry and songs Introduce Bump into words.</p>	<p>Reading The children will become familiar with and grow to love a variety books, songs and rhymes. Enjoy and listen to rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhyme in spoken words. Continue a rhyming string. The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories.</p> <p>Vocabulary and Language Development Provide children with extensive opportunities to use and embed new words in a range of contexts. Develop Bump into Words.</p>	<p>Reading Children will hear correct pronunciations modelled to them by teachers and staff members. The children will become familiar with and grow to love a variety books, songs and rhymes. Children re-enact stories with adults through role play, puppets. The children will share poetry and songs repeatedly.</p> <p>Vocabulary and Language Development Provide children with extensive opportunities to use and embed new words in a range of contexts. Develop Bump into Words.</p>	<p>Reading Children will engage in back-and-forth interactions with adults. The children will explore a variety of different genres of fiction. The children will explore, events and characters. Children will be encouraged to use 'thinking time' before responding. Begin to hear and say the initial sounds in words. The children will share poetry and songs repeatedly.</p> <p>Vocabulary and Language Development Develop Bump into Words. Build up vocabulary that reflects the breadth of their experiences.</p>	<p>Reading Children will explore 'I wonder' questions to encourage and promote thinking and challenges. Begin to understand how and why questions, infer characters feelings using pictures and own experiences to talk about them. Suggests how a story might end or what might happen next based on pictures from the book and talks to others about this. Begin to be aware of how stories are structured. Retell simple past events of known stories. Begin to hear and say the initial sounds in words.</p> <p>Vocabulary and Language Development Understand humour e.g. nonsense rhymes, jokes. Model new language consistently and repetitively.</p>

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SEE EYFS LEAD, MRS JENNINGS FOR CORE TEXTS

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Listening and Phonics <i>Ongoing focus on building skills & vocabulary</i>	Environmental sounds Listen to and identify outdoor sounds. Listen to and identify indoor sounds. Use drumsticks (stroke, beat, tap) to make different sounds. Use my voice to sing at different volumes. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.	Instrumental sounds Identify and name the instruments being played. Remember and repeat a rhythm. Discriminate and copy loud and quiet sounds. Perform a short instrumental piece for others. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them.	Body percussion Perform a song with actions. Perform an action to match a musical instrument. Perform actions increasing and decreasing my speed as necessary. Copy a body sound. Copy a sequence of body sounds. Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Rhythm and rhyme Join in with repetitive story phrases. Perform actions to a nursery rhyme. Move in time to the beat fast, slow, skipping marching. Join in with songs and rhymes. Recognise familiar rhythms and rhymes.	Rhythm and rhyme Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat. RWI programme- set 1 sounds. Alliteration Suggest a person who has a name beginning with a given letter. Suggest an object that begins with the same sound as a name. Suggest non-words that begin with the same sound. Sort objects that begin with the same sound. Explore initial sounds of words. Select objects with a given initial sound from a choice	Voice sounds Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Oral blending and segmenting Understand 'sound talk' words that are segmented like c-oa-t. Sound out and clap cvc words from the set of letters masdt and then further set 1 sounds (RWI). Identify objects with three phonemes from 'sound talk' like f-i-sh. Blend 2 or 3 phonemes from 'sound talk' to make a word. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. RWI programme- set 1 sounds.	Oral blending and segmenting Understand 'sound talk' words that are segmented like c-oa-t. Sound out and clap cvc words from the set of letters masdt and then further set 1 sounds (RWI). Identify objects with three phonemes from 'sound talk' like f-i-sh. Blend 2 or 3 phonemes from 'sound talk' to make a word. Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds.

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			Recognise that words rhyme.	of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.	RWI programme- set 1 sounds.	
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<p>Literacy Writing</p> <p>Communication and Language</p> <p><i>Ongoing focus on building skills & vocabulary</i></p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Outdoor play activities to develop gross motor skills- climbing, hanging, swinging, riding, parachute games.</p> <p>Messy play.</p> <p>Use different writing tools – on paper, small wipe boards, chalk board, pavement, cardboard.</p> <p>Children to have opportunities to make marks, to manipulate a range of different implements on a large and small scale.</p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Use a variety of materials to explore and create marks: pencils, pens, crayons, chinks, paints.</p> <p>Provide opportunities for children to mark make through a range of self-initiated & child led interests.</p> <p>Outdoor play activities to develop gross motor skills- Climbing, hanging, swinging, riding, parachute games.</p> <p>Messy play to focus on fine motor and gross motor skills.</p> <p>Use different writing tools – on paper, small wipe boards, chalk board, pavement, cardboard – which material works best for what purpose?</p> <p>Cards and letters home.</p> <p>Christmas lists.</p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Provide writing opportunities within the role play and small world play based on self-initiated & child led interests.</p> <p>Outdoor play activities to develop gross motor skills- Climbing, hanging, swinging, riding, parachute games.</p> <p>Messy play to focus on fine motor and gross motor skills.</p> <p>Scribing marks and graphemes on different surfaces and in different textures.</p> <p>Observational mark making linked to seasonal change.</p> <p>Observational lists.</p> <p>Scribing marks and graphemes on different surfaces and in different textures.</p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Provide writing opportunities within the role play and small world play based on self-initiated & child led interests.</p> <p>Use apps on tablets to mix colour and make marks.</p> <p>Use photographs and videos for children to tell their own stories.</p> <p>Instructional mark marking.</p> <p>Labelling.</p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Provide writing opportunities within the role play and small world play based on self-initiated & child led interests.</p> <p>Informational writing.</p>	<p>Write Dance – Encouraging large muscle co-ordination throughout the whole body.</p> <p>Funky Fingers and finger gym activities and exercises to strengthen finger and hand muscles.</p> <p>Provide writing opportunities within the role play and small world play based on self-initiated & child led interests.</p> <p>Postcards.</p> <p>Encourage children to write letters accurately.</p>

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Mathematics Number & Shape, Space and Measures	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Count in everyday situations to take or give 1,2, or 3 objects from a group. Matching and sorting (colour, type, size, category, shape) Compare sizes and weights using gesture and language.	One Subitise Recognise 1 Showing 1 in different representations Cardinality, Ordinality and Counting Count one (object) Composition Say what one is not. Choose items based on their shape which are appropriate for the child's purpose. Two Subitise two. Cardinality, Ordinality and Counting Ordinality of 2 Count two (object) Composition Comparison Compare sets just by looking. Take part in finger rhymes with numbers.	Three Subitise three Cardinality, Ordinality and Counting Ordinality of 3 Count three (object) Composition Say what it is and what it is not Composition of 3. Comparison Compare sets just by looking. Link to traditional tales Extend and create ABAB patterns. 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...' Take part in finger rhymes with numbers.	Four Subitise four Cardinality, Ordinality and Counting Ordinality of 4 Count four (object) Composition Say what it is and what it is not Composition of 4. Comparison Compare sets just by looking. In meaningful contexts, find the longer or shorter of two items. Take part in finger rhymes with numbers.	Five Subitise five Cardinality, Ordinality and Counting Ordinality of 5 Count five (object) Composition Say what it is and what it is not Composition of 5. Comparison Compare sets just by looking. Talk about and identify the patterns around them. In meaningful contexts, find heavier or lighter of two items. Take part in finger rhymes with numbers.	Five Subitise five Cardinality, Ordinality and Counting Ordinality of 5 Count five (object) Composition Say what it is and what it is not Composition of 5. Comparison Compare sets just by looking. Understand position through words alone. Discuss and describe routes and locations using words such as in front of and behind. In meaningful contexts, find more/less full of two items. Develop 1:1 correspondence, including by co-ordinating movement and counting (up to 5)

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Understanding the World The Natural World / Science	Humans Opportunities to learn about the life cycles of humans. Opportunities to learn about how to take care of themselves. Opportunities to learn about their senses.	Living Things and their Habitats Identifying natural objects and things left by humans. Gathering natural objects from nature walks to include in a collection for the nature table e.g. stones, leaves, seeds, conkers, pinecones, acorns, twigs, bark, shells, feathers. Encourage children to ask questions about the surrounding natural environment and the natural objects in the collection.	Materials, including changing materials Opportunities to explore a range of materials in a sensory way especially through touch. Opportunities to shape and join materials. Opportunities to change materials. Light Switching light sources on and off. Comparing the brightness of light sources. Using different light sources in dark dens with reflective and fluorescent stickers. Opportunities to shine light on or through different materials.	Plants Visiting a garden centre. Gathering seeds from the surrounding natural environment. Gathering seeds from fruit. Observing collections of seeds and bulbs using a magnifying glass or an app on a tablet. Drawing seeds and bulbs. Planting and caring for seeds and bulbs. The children will explore growth and decay over time linked to plants in the garden.	Animals excluding Humans Caring for eggs and the young animals that emerge, such as chicks, caterpillars, frogs. Sharing books with information about animal life cycles (fiction and non-fiction). Looking at and matching pictures of animals and their young. The children will identify a variety of minibeasts that live in the garden. They will use of all their senses in hands on exploration of natural materials and animals.	Forces Pushing floating objects under water. Exploring magnets of different shapes and sizes. Opportunities to explore how things work. Opportunities to explore how objects/materials are affected by forces.

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Understanding the World People, Culture & Communities (including RE)	Special People What makes people special? Link to own immediate experiences. The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people. Identify features of a person that change from person to person.	Special People and Special Times The children will spend time talking about family celebrations. Children will talk about photos and memories. Who helps us within our community- consider impact. Diwali 25 th October 2022. The Christmas Story. Celebrating Jesus birth (Concept celebrating birth). Remembrance Day. Recall simple stories connected with Christmas/Harvest.	Celebrations How do people celebrate? The children will explore pertinent traditions to the children and their families. Chinese New Year Celebrations and traditions. The children will be able to talk about the customs and their importance.	New Life The children will explore the Christian Celebration of Easter- looking at tradition and significance. Significant People and Mother's Day.	Stories What can we learn from stories? Explore some familiar cultural stories that link to different experiences and faiths that are significant to the children. Significant People and Father's Day.	Special Places What makes a place special? Homes Places of worship Community Schools Discuss meaning for individuals and groups of people. Discuss the key features of different places and their significance.

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Understanding the World People, Culture, Communities & The Natural World (including Geography)	HISTORY SEE BELOW	A Place Called My Home. Who lives in the child's home. Comparison of children's home with other homes and families around the world. Comparison of their life, typical routines and schooling to others around the world. Use of google earth to discover about the countries where other families live.	What is the weather? Know there are different kinds of weather and how it changes across the year. Know that the weather has an impact on the kind of things we do. Record observations of daily weather conditions.	HISTORY SEE BELOW	Tracks and tracking Create a nature trail. Natural and human made features. Nature in different seasons. Drawing my route to school. Things noticed on the journey. Simple directional language. Exploring and making meaning from maps. Recognise a map and talk about some of them natural and human features shown on a map.	HISTORY SEE BELOW
Understanding the World History (Past & Present) Also see visitors and key texts	Stories from the past <i>Continuity and Change</i> Recognise how they have changed since they were a baby. Begin to make sense of their own life story and family's history. <i>Chronology</i> Recognise that there is an order or regular sequence to their daily/ weekly	GEOGRAPHY SEE ABOVE	GEOGRAPHY SEE ABOVE	<i>Stories from the past</i> <i>Chronology</i> Recognise that there is an order or regular sequence to their daily and weekly routine. Recognise that places may stay much the same whilst the people and things in them change overtime. <i>Similarity and Difference</i> Recognise some of the way	GEOGRAPHY SEE ABOVE	<i>Artefacts</i> Music in the past. Changes in telephones. Computers vs typewriters. Keeping warm and clean. Polly put the kettle on. Milk in a bottle or in a carton? Weighing objects. Washing our clothes.

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	routine.			of life for people in the past were different from the present day.		
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Understanding the World Technology / Computing	Digital Literacy Is aware of buttons and switches. Knows what buttons and switches do and what their purpose is e.g. light switch turns on the light. A button turns the washing machine on. Can talk about what technology they have at home e.g. I play on my tablet. I watch Peppa pig on the TV.	Digital Literacy Is aware of buttons and switches. Knows what buttons and switches do and what their purpose is e.g. light switch turns on the light. A button turns the washing machine on. Can talk about what technology they have at home e.g. I play on my tablet. I watch Peppa pig on the TV.	Information Technology To be able to use push button books that make sounds that link to images in a book. Interested in remote controls and phones. To be able to use remote controls to make toys move and begin to understand that some technology needs to be turned on and off using switches. To begin to understand that there is lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc.	Information Technology To be able to use push button books that make sounds that link to images in a book. Interested in remote controls and phones. To be able to use remote controls to make toys move and begin to understand that some technology needs to be turned on and off using switches. To begin to understand that there is lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc.	Computer Science To be able to follow a 1 part instruction. To be able to follow a 2 part instruction. Explores toys that can move in different directions.	Computer Science To be able to follow a 1 part instruction. To be able to follow a 2 part instruction. Explores toys that can move in different directions.

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<p>Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including DT)</p>	<p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children explore new vocabulary. Practise cutting – different types of scissors. Teach the children how to use glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes. Children will learn how to combine ingredients to make playdough. Make simple models that express their ideas.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use tools and materials to begin to make models.</p>	<p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. Practise cutting – different types of scissors. Teach DT joining skills with glue, tapes, split pins etc.– Children to build structures and enclosed spaces using a variety of media- plastics, woods, cardboards, papers. Focus on cutting, joining, stability. Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use tools and materials to begin to make models.</p>	<p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind. The children will explore how to join material together. Design and make lanterns and drums. Explore fasteners linked to clothing and footwear. Use of laces, Velcro and buttons to combine and join. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use more tools and materials to make models. PRODUCT AND EVALUATION Be excited about what they have made.</p>	<p>Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk together about these meanings. The children will be provided with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use more tools and materials to make models. PRODUCT AND EVALUATION Be excited about what they have made.</p>	<p>Symmetry and design. Strength and stability- Butterfly kites. The children will be provided with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. Teach the children how to use hammers and nails, glue guns, paperclips. Begin to develop complex stories using small world equipment like animal sets, dolls, dolls houses.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use a variety of tools and materials to make models. PRODUCT AND EVALUATION Be excited about what they have made and talk about its suitability for purpose.</p>	<p>Using any blocks available and small world equipment create a place where you could visit on holiday. Consider component parts and stability. Opportunities to explore scale. Teach the children how to use hammers and nails, glue guns, paperclips. Begin to develop complex stories using small world equipment like animal sets, dolls, dolls houses.</p> <p>DESIGN AND DEVELOP Talk about what they want to make. MAKING Use a variety of tools and materials to make models. PRODUCT AND EVALUATION Be excited about what they have made and talk about its suitability for purpose.</p>

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Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Art)	DRAWING INCLUDING LINE Pencil, charcoal, ink, chalk, pastel, ICT software Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Children develop their mark making and begin to add meaning to their marks e.g. portraits...this is my face, messy mark making tray. Giving meaning to the shapes they create. Children have many opportunities to mark make inside and outside- with a variety of tools on a very large scale.	COLOUR Paint, Textile, Pencil, Crayon, Pastel. Enjoy using a variety of tools including different sizes i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways. Learn the names of tools that bring colour. Use a range of tools to make coloured marks on paper.	TEXTURE Textile, clay, sand, stone Handling, manipulating and enjoying using materials. Sensory Experience. Simple Collages. Simple Weaving.	EXPLORING SHAPE THROUGH PATTERN Paint, pencil, textiles, clay, printing. Repeating patterns. Irregular painting patterns. Simple symmetry.	FORM 3D work, clay, dough, boxes, modroc. Handling, feeling, enjoying and manipulating materials. Constructing. Building and Destroying. Shape and Model. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	PRINTING INCLUDING COLOUR Found materials, fruit/ vegetables, wood blocks, press print, lino, string. Rubbings. Print with a variety of objects. Print with block colours.

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Eaves Primary School- Early Years Foundation Stage Curriculum Map - Nursery 2022-2023- SUMMARY DOCUMENT						
(Please contact EYFS Lead, Mrs Jennings for extended curriculum map and associated documentation)						
Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Adventurers & explorers	Celebrations Harvest, Bonfire, Christmas.	Winter	Pirates & Growing	Superheroes & Minibeasts	Animals
Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Music)	Singing Vocalises in a free flowing way within their play e.g. whilst painting. Sings and chants with and to others. Sings to and with toys, props and resources. Controlling Sounds through singing and play. To find a singing voice and begin to use it confidently.	Singing Vocalises in a free flowing way within their play e.g. whilst painting. Sings and chants with and to others. Sings to and with toys, props and resources. Rhythm Plays instruments rhythmically and repetitively. Moves in response to rhythms heard played on instruments. Listening Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this. Can identify specific sounds in the environment e.g. sounds of cars, running water.	Singing Sings in their dramatic play e.g. singing phrases such as 'breakfast time!' Repeats phrases of songs. May sing an entire song. Rhythm Claps or taps to the pulse of the music he or she is listening to. Performing Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally. Listening Anticipates changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop. Describes music, e.g. "scary music, angry music, happy music". Composing Creates sounds in vocal sound games. Adds sound effects to stories using instruments.	Singing Sings in their dramatic play e.g. singing phrases such as 'breakfast time!' Repeats phrases of songs. May sing an entire song. Rhythm Claps or taps to the pulse of the song he or she is singing. Performing Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally. Listening Describes music, e.g. "scary music, angry music, happy music". Composing Creates sounds in vocal sound games. Adds sound effects to stories using instruments.	Singing Can often sing an entire song. Merges elements of familiar songs with improvised singing. Singing is within a limited vocal range and is beginning to match the shape of the song. Rhythm Plays with both hands simultaneously and alternately whilst using beaters. Performing Experiments with ways of playing instruments. Shows control in holding and playing instruments. Listening Creates visual representation of sounds, instruments and pieces of music. Describes the sound of instruments e.g. scratchy sound, soft sound. Composing Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end.	Singing Can often sing an entire song. Merges elements of familiar songs with improvised singing. Singing is within a limited vocal range and is beginning to match the shape of the song. Rhythm Plays with both hands simultaneously and alternately whilst using beaters. Performing Has strong preferences for songs. Physically imitates the actions of musicians Listening Matches music to pictures/visual resources. Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. Composing Changes some or all of the words of a song.

SEE EYFS LEAD for KEY VOCABULARY MATRIX