



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL

Early Years Foundation Stage Curriculum Map 2024-25

Grow Work Learn Follow

NURSERY Yearly Overview

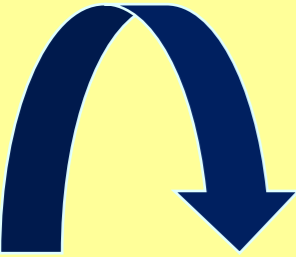
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests and current cohort's needs</i>	Wonderful me! Autumn / Harvest	Lighting up the World Bonfire Night /Advent	Winter wonderland I wonder how it moves	I wonder how it grows (cont'd) I wonder what they do	I wonder what's in the garden	I wonder what's in the sea Looking after our world
RECD	Creation and Covenant God made me God loves me God made a wonderful world	Prophecy and Promise The Advent Story Traditions and Symbols	Galilee to Jerusalem Jesus is born The visit of the Magi	Desert to Garden Lent as a time to care for others Jesus died on the cross Signs and symbols of Lent and Easter	To the Ends of the Earth Jesus went back to his father The Holy Spirit is our friend Church is a special place to sing and say prayers	Dialogue and Encounter All people are God's children We are all brothers and sisters We are connected to each other
High quality Texts	I'm Special, I'm Me So much The Colour Monster The Invisible String All Kinds of Families The Rainbow Fish What Makes a Rainbow Percy the Park Keeper Pumpkin Soup The Little Red Hen Owl Babies Wow! Said the Owl	Lighting a Lamp Room on the Broom FunnyBones Can't You Sleep Little Bear Peace at Last We're Going on a Bear Hunt Stick Man The Christmas Story Night Monkey, Day Monkey	Cuddly Dudley One Snowy Night The Gruffalo's Child Say Hello to the Snowy Animals Cleversticks Mr Men-Chinese New Year Dig Dig Digging I Like Trains Mr. Gumpy's Outing Naughty Bus	Handa's Surprise Once there were Giants Growing Good Oliver's Vegetables The Tiny Seed; Jack and the Beanstalk; Jasper's Beanstalk; Supertato Real Superheroes Superworm	First Facts Bugs The Very Hungry Caterpillar Mad about Minibeasts What the Ladybird Heard Aaarrgghh, Spider! The Bumble Bear The Bad Tempered Ladybird	Sharing a Shell Somebody Swallowed Stanley Tiddler Commotion in the Ocean Smiley Shark
Wow' moments / Enrichment	School Visits (to big school) Grandparents Week Harvest Baking Bread / Making Soup Autumn Welly Walk Visit to church- Baptism	Diwali Bonfire Night Remembrance Day Children in Need Anti-Bullying Week Nativity Production	Chinese New Year Guide dog visit Therapy dogs visit Winter walk Exploring the weather Library visit Baby visit Easter Bonnet parade	Living eggs – Class chick project Post Office /letterbox visit Firefighters visit Mother's Day World Book Day March	Live Caterpillars Field trip to hunt for minibeasts Sports Day	Under the Sea – singing songs and sea shanties Father's Day Graduation party Farm visit



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COEL	Characteristics of Effective Learning <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play</i></p>					

builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



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St Charles Learner	Confident Responsible		Loving/ Empathetic		Independent		Resilient		Inquisitive Outward looking		Community Spirited		Reflective		
Core Values	September Respect / Belonging	October Happiness/ Friendship	November Unity/ Freedom	December Love / Peace	January Hope / Honesty	February Trust / Simplicity	March Thoughtfulness/ Understanding	April Appreciation/ Compassion	May Quality / Confidence	June Fairness/ Cooperation	July Courage / Responsibility				
British values	Mutual respect Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such as Bee-lieve		Mutual Tolerance Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;		Rule of law Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside		Individual liberty Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;		Democracy Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;		British Values Where this might be seen in EYFS: In addition to previous: Our World- RE topic;				

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Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Shine	The big book of families	Through the eyes of me	Amazing	Two Homes
Astro Girl	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Lulu's first day	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Baby goes to market	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Mommy saying	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Full, full full of love	We are all Welcome.	I see things differently	Only one you	More people to love me
Maisie's Scrapbook	Shu Lin's Grandpa	Because	Don't call me special	Our class is a family
Jabari jumps	Hats of Faith	What makes me a me?	Happy to be me	Love makes a family
			Millie gets her super ears	Heather has two mummies

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Prime Area – Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Settling in activities, Class routines, Making friends The Colour Monster, My Feelings, My Family / My Home / My Body Class Rules Keeping safe in the dark / road safety/ fire safety</p> <p>Settle and adapt to nursery routine / environment and part from their parent/carer at drop off Select and use activities and resources, with help when needed Develop their sense of responsibility and membership of a community –enjoy being a helper Begin to play with one special friend or more Say some of the class rules and follow them with little support To show increasing confidence when asking adults for help Learning to take turns and share resources. Talk about their feelings using words like `happy`, `sad`, `angry`, or `worried` Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.</p>		<p>Life stages, plants, animals, humans/ occupations</p> <p>How do people, animals vehicles move?</p> <p>To share resources and play in a group Become more outgoing with unfamiliar people, in the safe context of their setting and show more confidence in new social situations. To develop confidence in talking with other children and extend play scenarios Learning to recognise and respond to others’ feelings. Increasingly follow rules without needing an adult to remind them. To look after resources within the class Talk with others to solve conflicts. To make healthy choices about food, drink and activity To show an awareness of oral health</p>		<p>Feelings around minibeasts/ Water safety/ Transition into Reception</p> <p>To initiate play with peers and keep play going Develop appropriate ways of being assertive To begin to find solutions to conflicts To become more outgoing towards unfamiliar people and situations To have confidence to talk to adults and peers</p>	
Ten Ten	Exploring how we are created and loved by God. The importance of valuing ourselves first so we can then make new friends.		Exploring how we are created to love others and the different relationships we have, close family and friends and wider family.		Exploring how we are created to live in a community. What is a community? What different communities do we belong to?	

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year

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Prime Area – Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To understand and beginning to follow good speaking and listening rules</p> <p>To join in with singing songs and rhymes</p> <p>To look at picture books and to point and name.</p> <p>To name characters and begin to talk about their actions.</p> <p>Children talk about experiences that are familiar to them including themselves and their families.</p> <p>To listen to and follow instructions (Put on your coat)</p> <p>Develop communication that can be understood by others</p> <p>Can shift from one task to another when their attention is fully obtained, e.g. when their name is called</p>		<p>To talk in short sentences that others can understand</p> <p>Use talk to organise roles in play</p> <p>To listen to and follow instructions and respond to questions appropriately.</p> <p>To re-tell a simple story</p> <p>To talk about a story including characters and the structure of a story</p> <p>To use connectives such as ‘then and because.’</p>			<p>Listen to a longer story without distractions- giving my full attention</p> <p>To develop vocabulary</p> <p>To ask and answer questions such as why and how</p> <p>Follow two and three part instructions</p> <p>Re-tell a longer story</p> <p>Speak clearly using the correct tense</p>

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Prime Area – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To wash hands independently and learn about why this is important.</p> <p>To begin to use the toilet with some support and wash hands with verbal prompts.</p> <p>To take off coat /shoes independently and begin to put on coat/shoes with some support</p> <p>Use a range of equipment to development their movement- balance, ride and ball skills</p> <p>To climb safely e.g. the rock face</p> <p>Opportunities to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Develop large muscle movement – swing from the bars, try out the trim trail ropes and stepping stones</p> <p>Take part in action rhymes and ring games</p> <p>Take part in an obstacle course</p> <p>To stop and start on a signal</p> <p>Use one-handed tools and equipment such as making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>To independently put on their coats with some support for the zip/buttons</p> <p>Begin to show a preference for a dominant hand</p>	<p>Go up steps and stairs or climb up apparatus, using alternate feet.</p> <p>Use large – muscle movements to wave flags and streamers, paint and make marks.</p> <p>To show preference for a dominant hand</p> <p>Developing the tripod grip</p> <p>To put on their coat independently and begin to fasten by themselves To show awareness of healthy choices and impact on our bodies</p> <p>To hold jugs and containers carefully and with increasing control and pour from one to another</p> <p>To learn about different fine motor activities, e.g. threading, small Lego, building blocks, cutting, peg boards, holding a pencil, Dough Disco etc</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>To run skilfully and negotiate space</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>and learning how to use a knife and fork</p> <p>To put on coat and fasten. To take off and put on shoes and socks</p> <p>Able to use scissors to cut along lines</p> <p>Use a tripod grip</p>			

	<p>PE Sessions:</p> <p>Start Autumn Term 2 once children are settled:</p> <p>Explore movement skills- e.g.moving to music</p> <p>Follow instructions with support Beginning to negotiate space safely</p> <p>Beginning to demonstrate balance</p> <p>Beginning to take turns with others</p> <p>Beginning to explore ball skills</p> <p>Beginning to follow simple rules to a game</p>	<p>Beginning to use a range of large and small apparatus with an awareness of safety.</p> <p>Follow rules of a game</p> <p>Beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Building my confidence to try new challenges and perform in front of others.</p> <p>beginning to demonstrate balance and co-ordination</p>
	<p>Moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding, increasing control over an object in patting, pushing, building with various equipment, climbing. Outdoor bikes, drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>CONTINUOUS PROVISION; Outdoor games i.e. parachute games, climbing – outdoor equipment, help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting, creative crates, den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.</p>		

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Specific Area – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Find my name amongst others. Begin to trace my name. Make marks to represent writing Show awareness of print e.g. identify logos, pointing to an exit sign and asking what it is Handle books carefully and correctly Show a preference for a book, song or rhyme. Begin to show awareness of some sounds in words such as 'm' for mummy Explore sounds and how they can be changes using my voice and musical instruments Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes		Copy some letters from my name/ begin to attempt to write some or all of their name Count or clap syllables in words such as their names Recognise words that have the same sound Sequencing or ordering a simple story Aware of some sounds in words such as in their name Start and stop using my voice or musical instruments on signal		Make an attempt to write own name Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some letters accurately Phonics: Segment and blend orally Hear and say rhyming words Say some initial sounds of words Keep a simple rhythm using claps, drum parts of body etc	

Phonics

All aspects can be interspersed throughout the year.

Phase 1 Letters and Sounds:

Aspect 1 – General sound discrimination – environmental

Aspect 2 – General sound discrimination – instrumental sounds

Aspect 3 – General sound discrimination – body percussion

Aspect 4 – Rhythm and rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice sounds

Aspect 7 – Oral blending and segmenting

Introduction of the Little Wandle programme introducing new sounds and to reinforce the Aspects as above

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Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> To join in with counting rhymes To recognise numbers to 5 To recite numbers to 5 and beyond Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5. To show understanding of 1:1 counting To explore and name some 2D flat shapes To explore and make their own patterns To sort objects to their own criteria e.g. colour, shape, size etc 		<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Repeating pattern x2 Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Select shapes for a purpose 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'. 		<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals Make comparisons between objects relating to size, length, weight and capacity. Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	

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Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To name some body parts and point to them.</p> <p>To learn and talk about their function</p> <p>Identifying / commenting on their family.</p> <p>Show interest in the lives of other people who are familiar</p> <p>Talk about what they do with their family and places they have been with their family.</p> <p>Observe similarities and comparisons between themselves and their peers.</p> <p>Talk about things I have observed such as autumn and natural materials</p> <p>Explore how things work</p>	<p>Developing a sense of past and present</p> <p>Talk about significant events in my own experiences</p> <p>To talk about different celebrations such as Diwali and Bonfire Night</p> <p>I can recognise and describe special times or events for family or friends</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Light and dark, what gives us light</p>	<p>Celebrate Chinese New Year</p> <p>Recognising that people have different beliefs</p> <p>Developing positive attitudes about the differences between people</p> <p>Talk about experiences at different points in the year...</p> <p>Changing seasons: winter</p> <p>Talk about the differences between materials and changes they notice- freezing and melting experiments</p> <p>Explore different ways of moving.</p> <p>How can we make our bodies move?</p> <p>How do vehicles move?</p> <p>Wheels, wings, rails</p> <p>How do animals move</p> <p>I can talk about special events (Easter)</p>	<p>Plant seeds/bulbs and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</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</p>	<p>Mini beasts</p> <p>Comment on images from the past and compare to the present</p> <p>Talking about countries I have visited and show awareness of different countries in the world.</p> <p>Talk about the differences they have experienced or seen in photos.</p>	<p>Under the Sea/ Seaside</p> <p>Name sea creatures and look at images of them</p> <p>Map making</p> <p>Comment on images from the past and compare to the present</p> <p>Look at countries visited on a map</p> <p>Look at the globe and locate South and North Pole and UK</p> <p>Knowing there are different countries in the world (China)</p> <p>Draw a simple map</p>

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Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To make a representation of myself</p> <p>To name colours</p> <p>To access and use a variety of media and materials including construction materials</p> <p>To observe and explore how colours can change</p> <p>To observe and explore how sounds can change</p> <p>To know that different instruments make sounds and to differentiate between the sounds, sharing their thoughts and feelings on what they have heard</p> <p>To take part in simple pretend play using an object to represent something else even though they are not similar.</p> <p>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</p>	<p>To join construction pieces together to build and balance</p> <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Diwa/lantern for Diwali</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p>	<p>To draw self, using simple shapes and features</p> <p>To name a variety of colours including dark and light</p> <p>Closed shapes using construction/ blocks</p> <p>Create their own songs or improvise a song around one they know. Remember and sing entire songs.</p>	<p>To draw self, using simple shapes and features</p> <p>To name a variety of colours including dark and light</p> <p>Closed shapes using construction/ blocks</p> <p>Create their own songs or improvise a song around one they know. Remember and sing entire songs.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p>	

express them. Join different materials and explore different textures.

Listen with increased attention to sounds.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.