



Hertford St Andrew EYFS Curriculum Map



Intent Statement

Our intention is to make every child's very first experiences of school positive and meaningful. We place great emphasis on making our EYFS classrooms a place where children feel safe, valued and motivated to learn. We are very proud of our Early Years Provision and we strive to ensure that our team of dedicated staff continue to maintain high standards of education for the youngest children in our care. We provide a curriculum that is tailored to the needs of all of the children in our diverse school community. We recognise and celebrate that each child is unique and has different strengths, interests, prior experiences and learning styles. We aim to improve on how the curriculum is delivered, adapting it according to the needs of different cohorts. As well as this, we ensure our curriculum provides children with opportunities to gain foundational skills and knowledge that will later be enhanced and embedded in Key Stage One. In our EYFS classes we create an atmosphere where children are relaxed and at ease with the adults and where mutual respect is paramount. We have high expectations for behaviour and learning, with all adults using consistent positive recognition strategies that help children to follow and understand our school values: compassion, courtesy, curiosity, creativity, community and co-operation. We ensure that children understand the importance of being resilient, tackling challenges and persevering – even if they may not always succeed first time!

How our curriculum works

We have planned topics each half-term. Subject areas across the curriculum are planned using a sequence of lessons which allows prior learning to be built upon and skills embedded. Pupils know the learning objective for each lesson they participate in. They are given the tools to meet the objectives through quality teaching, focused questioning, clear expectations and individual scaffolding or support where needed.

Our aims are:

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their individual next steps.

To offer a wide range of rich, first hand experiences to ensure learning is meaningful and memorable.

To create an exciting, engaging and well-planned indoor and outdoor environment, which supports independent and collaborative learning.

To foster the development of each child's character, their personal development, health and wellbeing. As well as preparing them to make a valuable contribution to society.

To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure every child makes at least good progress from their starting points.

To support a positive transition between Nursery and Reception and then into KS1.

Hertford St Andrew Topic Areas					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					
All about me My Family My Home What makes me special	Celebrations Christmas Guy Fawkes	On the move Transport Local area walk to the park	Spring	Traditional tales	On the farm
Reception					
Being me in my world Celebrating Differences Relationships	Sparkle and Shine Christmas Guy Fawkes	Here in Hertford The Area I live In Local Area Walk to the shops	Caring for our world – Hertford my home	Once upon a time	At the beach
Religious Education Nursery					

Throughout the year we will expose the children to the following themes:

Identity and belonging – The children will learn about who they are and where they belong, e.g. their family, our school, clubs and the church.

Prayer, worship & reflection – The children will learn simple prayers which they will share at key times of the day, e.g. before lunch and at home time. Both classrooms have a reflection area where there are specific items relating to Christianity, e.g. a bible, a cross and a photograph of our Reverend.

Parables – Throughout the year the children will listen to and discuss some of the key parables, such as The Lost Sheep

Symbols & actions – The children will learn what symbols are important to Christians, e.g. the cross. They will use Makaton signs when sharing their prayers.

Reception Religious Education

Scheme: The Emmanuel Project

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Unpacking the three key Christian beliefs

Creation: making things / caring for what is made

God is unique and holy (different) / the author of creation / maker of heaven and earth

Humans are a special part of creation / made to enjoy creation and to care for it

Incarnation: having a body / being a person

- Jesus is 'God incarnate' or 'God with us' / allowing people to encounter God/ revealing what a human should be

Humans are physical beings with a spiritual 'inside' / made to live in right relationship with God and each other

Salvation: being rescued / helping people

- Jesus the 'Saviour' comes to rescue humanity from sin / shortcomings, and restore life and hope / friendship with God but it costs

- Humans need the 'help' Jesus brings / no one is perfect everyone needs help everyone can also offer help others in need

Creation 1	Incarnation 1	Salvation 2	Salvation1	Incarnation 2	Creation 2
Why is the word 'God' so important to Christians? Including an encounter with ... A Muslim whispering Allah in a baby's ear	Why do Christians perform nativity plays at Christmas? Including an encounter with ... A Muslim story: Muhammad and the Ants	How can we help others when they need it? Including an encounter with ... A Sikh story: Har Gobind and the 52 Princes	Why do Christians put a cross in an Easter garden? Including an encounter with ... A Buddhist story: The Monkey King	What makes every single person unique and precious? Including an encounter with ... Hindus celebrating at Raksha Bandhan	How can we care for our wonderful world? Including an encounter with ...

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					Tu be Shevat: the Jewish 'Birthday of Trees'
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EYFS also enjoy weekly Collective Worship, which is led by our Reverend, Alan. During this time the children learn about Christianity, these sessions are brought to life with some very much loved puppets. The children are encouraged to take opportunities to reflect and pray. We also visit our church, which is St Andrew's church, situated in Hertford town and we encourage our parents to join us on these occasions.

Links to KS1

In EYFS The Emmanuel project introduces children to basic concepts of religious education helping children begin to understand and appreciate different beliefs and practices. This preparation helps ensure that children are ready to explore more complex aspects of religious education as they progress into KS1. In year 1 children explore why belonging to God and the church family is important to Christians. We prepare our children for this topic by giving them first hand experiences visiting a church and interacting with members of the church family.

Nursery PSED

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. Important attachments underpin personal development in nursery. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Our children are 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. Throughout the nursery year, we focus on the following expectations:

- To select and use resources more independently
- To understand and begin to verbalise their feelings and emotions such as happy, sad, angry or worried.
- To begin to take turns with adult support, if appropriate.
- To begin to achieve personal goals such as putting on shoes and coats and using the toilet independently.
- To follow our classroom rules and routines.
- To begin to move away from playing alongside others, playing with one special friend or in a small group.
- Understand how to keep themselves safe by using equipment safely, sometimes with adult support, such as scissors, step ladders and climbing equipment.

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Reception
Scheme: Jigsaw

<https://www.hertfordstandrew.herts.sch.uk/pshe-and-rse/>

For each year of the cycle, there are six Puzzles, one for each half-term. Each piece of the Puzzle follows the same themes, the content of each theme are designed to suit the developmental age/stage of the children.

Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
The children will talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	The children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	The children will talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	The children will learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.	The children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also

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					consider the role that memories can have in managing change.
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Links to KS1

For children in Reception preparing for Year 1, the Jigsaw scheme focuses on several key areas to ensure a smooth transition. They include:

1. Emotional Literacy: developing emotional awareness. This includes recognising and naming their emotions, understanding how to express them appropriately, and developing empathy for others.
2. Social Skills: The scheme emphasizes the development of essential social skills such as sharing, cooperating, and communicating effectively. Through group activities and role-playing, children learn how to interact positively with their peers, which prepares them for the collaborative aspects of Year 1.
3. Growth Mindset: The scheme promotes a growth mindset by encouraging children to see challenges as opportunities for learning and growth. This positive attitude helps children approach new tasks and subjects in Year 1 with resilience and curiosity.

By addressing these areas, children build the skills they need to thrive as they move from Reception to Year 1, making the transition smoother and more successful.

Physical Development Nursery

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. By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, coordination 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 coordination, 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. Throughout the nursery year we support children to meet the following minimum expectations:

- Independently put on their shoes and coats
- Independently eat with fork or spoon
- Begin to hold writing materials in a tripod grip

- Begin writing some recognisable letters in their names
- Build a tower with large blocks
- Throw and catch a large ball
- Move with increasing confidence in a variety of ways
- Dismount small apparatus independently, begin dismount high apparatus with support. Landing with 2 feet and bent knees
- Use a variety of tools and equipment - large tweezers, easy grip scissors, play dough tools
- To be able to use the toilet, becoming increasingly more independent, relying less on adult support and prompting.
- To eat a range of healthy foods, available on a daily basis.
- Begin to understand the importance of hygiene routines, e.g. washing hands, brushing teeth.

Reception

Scheme: Get Set for PE

<https://getset4education.co.uk>

Children develop their self-help skills by changing from their school uniform into a PE kit for each session.

Introduction to PE In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental	Dance In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and	Fundamentals In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will	Ball Skills In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of	Games 2 In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against	Athletics In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to
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movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. Key Skills Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity	remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. Key Skills Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: confidence, independence Thinking: comprehension, provide feedback, select and apply actions, creativity	learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks. Key Skills Physical: run, jump, hop, balance, change direction, travel Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance Thinking: comprehension, creativity, select and apply, exploration	game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. Key Skills Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch Social: co-operation, take turns, work safely, communication Emotional: perseverance, independence, determination, honesty Thinking: comprehension, use tactics	an opponent and play by the rules. Key Skills Physical: run, change direction, throw, catch, strike Social: communication, help others, respect, take turns, co-operation Emotional: perseverance, honesty, determination, manage emotions Thinking: comprehension, decision making, select and apply, reflection	improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. Key Skills Physical: run, balance, agility, co-ordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills
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We provide interesting experiences which help the children to practise their fine motor skills. These are activities that require small hand movements such as stirring a magic potion, pegging washing on a line or exploring wet and dry sand, such as cooking, gardening, sewing, fixing and making. The fine manipulative control skills developed in these activities will begin to provide the foundations for holding a pencil for drawing, mark-making and writing when children are developmentally ready. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. The children love to explore our outside area, keeping busy with lots of physical play.

We put careful consideration into the resources we provide to ensure a clear progression of skills and that resources are developmentally appropriate for individual children's stages of physical development.

Construction: Throughout the EYFS we promote the use of various construction materials. These increase in difficulty the further through the phase the children go. However there is always a broad range of resources to support all children as we understand they are all at different stages of development.

Construction resources in Nursery	Construction resources in Reception
Duplo Stickle bricks Wooden blocks	Lego Wooden blocks Mobilo

Sand and Mud play

In nursery, the skill of digging starts with a scooping hand movement, this is then developed further by adding resources such as 2 handed cups, then one handed cups to strengthen the shoulder, elbow and wrist pivot. At each stage of the children's journey through nursery we add tools which develop the use of different muscles in the arms and hands which strengthen both fine and gross motor movements.

Sand resources in Nursery	Equipment for Mud Kitchen
Handleless cups Two handled cups One handles cups Scoops Long handled spades Short handled spades Long handled rake Short handled rake Sieves Buckets	Ladles Serving spoons Scoops Small spoons Small bowls Forks Pestle and mortar Trowels Spades

Water

In nursery, the skill of pouring starts with light resources without handles. This is then built upon by adding plastic see through jugs to develop hand eye coordination of pouring. When the children are ready heavier resources such as metal kettles are added to strengthen the shoulder, elbow and wrist pivot. These resources also vary in the handle position to redistribute the weight of what is being poured, further strengthening targeted muscle groups.

Water resources for Nursery	Water resources for Reception
Jugs Teapots Syringes Water droppers nets	Metal kettles Metal jugs Metal scoops - various sizes and handle positions Water Butt

Links to KS1

Our physical development curriculum plays a crucial role in preparing children for Year 1 by focusing on a range of skills and abilities that are foundational for their ongoing physical and cognitive development. Being able to access equipment and opportunities designed to develop gross motor control and build stamina prepares children moving into year 1 to succeed with our 'get set for PE' scheme and their first topic 'fitness'.

Communication and Language

Nursery

Our curriculum is underpinned by the positive interactions they experience with both adults and their peers. It is essential for children to engage in back-and-forth interactions with responsive others, this is essential for them to develop confidence as effective communicators. Communication and language lays a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.

Listen and respond to adults and children
Learn new vocabulary
Use new vocabulary
Listen carefully to rhymes and songs
Learn rhymes and songs
Listen to and talk about stories

Core rhymes for Nursery linked to Little Wandle:

1,2,3,4,5, Once I Caught a Fish Alive
 A Sailor Went to Sea
 Baa, Baa, Black Sheep
 Down at the Station
 Hey, Diddle, Diddle
 Hickory, Dickory, Dock
 Humpty Dumpty
 Incy Wincy Spider
 Jack and Jill
 Mary, Mary, Quite Contrary
 Miss Molly Had a Dolly
 One, Two, Buckle My Shoe
 Pat-a-cake
 Ring-a-ring-a-roses
 Round and Round the Garden
 Row, Row, Row Your Boat
 The Grand Old Duke of York
 The Wheels on the Bus
 Twinkle, Twinkle Little Star
 Wind the bobbin up

Communication and Language

Reception

Listen carefully Learn the names of their peers, names within the environment and the school community Listen to and discuss stories Use talk in all play and learning situations Respond to questions with worded answers Contribute to the Nativity performance Introduce core words phrases, e.g. our core values	Engage in a selection of texts, including non-fiction. Ask questions to find out more Follow 2 part instructions Retell stories and events Describe some events in detail Use well-formed sentences Perform to the rest of the school	Understand how, why and where questions Use new vocabulary Use past, present and future tenses in conversation Express views about characters in a story or the story as a whole Answer questions using prompts, such as I 'think, say, feel'
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Phonics
Scheme: Little Wandle
Nursery

Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.

Phonics
Reception

Phase 2 GPCs: s a t p i n m d g o c k c k e u r h b f l Tricky words: is, I, the	Phase 2 GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put pull full as go no to into and has his her she push he of we me be	Phase 3 GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp ff Tricky words: was you they my by all are sure pure	Phase 3 Review: ai ee igh oa oo ar or ur oo ow oi ear er air Tricky words: review all taught so far	Phase 4 Short vowels CVCC Short vowels CVCC CCVC Compound words Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: Review all words taught so far.	Phase 4 Words ending –s /s/ Words ending –s /z/ Words ending –es Longer words Root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Tricky words: Review all words taught so far.
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The children are assessed each half term. We provide daily individual and group catch up sessions for those children to require additional support.

Links to KS1

Children will continue using Little Wandle in year one and beyond. Regular assessments will ensure children are receiving daily interventions where necessary to ensure there are no significant gaps in learning by the time the cohort moves into year one. Children in reception will already be familiar with the Little Wandle pedagogy, including terminology and phrasing, ensuring a smooth transition into year 1 phonics.

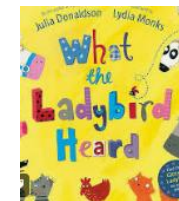
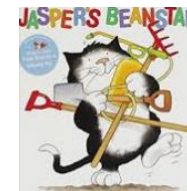
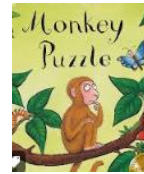
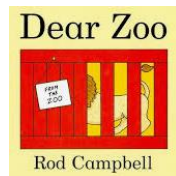
Literacy Nursery

In nursery, storybooks and rhymes are our inspiration for literacy development. We learn a new nursery rhyme every week, using guidance in Little Wandle's foundation for phonics scheme. We make sure we share stories every day, with our core books being read frequently.

We ensure there are lots of exciting opportunities to experiment and investigate different ways of mark making, assigning meanings to marks and encouraging writing for a purpose. We aim for all children to be able to form some or all of the letters from their names by the time they leave nursery.

Core texts:

We're going on a Bear Hunt, The Tiger who came to Tea, Dear Zoo, The Train Ride, Monkey Puzzle, Jasper's Beanstalk, What the Ladybird heard



Reception



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Core texts: Owl babies, Elmer, It's Okay to be Different, Peace at Last, Letter formation Name writing Initial sounds Rhyming words	Core texts: One Snowy Night, How to catch a Star, Paper Dolls, A Squash and a Squeeze, Write a caption Attempt to write a simple sentence Lists Develop handwriting	Core texts: Shark in the Park, How to be a Lion, Lost and Found, Letter writing Character description Rhyming words Sentence structure Recount writing	Core texts: NF Life Cycles, The very Hungry caterpillar, Supertato Labelling Captions Headings Posters	Core texts: The Gruffalo, Handra's Surprise, Oi Get off our Train! Labelling Sentence structure Write irregular words Story writing	Core texts: The Emerald Forest, Hey Water! Here We Are Lists Captions Postcards Instructions
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Links to KS1

When children enter year 1 they will start creating projects from the 'Writing For Pleasure' scheme of work. To ensure our children are ready for this, we ensure we create an environment that fosters a love for writing, encouraging creativity and allowing children to express themselves freely. We do this by creating a print rich environment, offer plenty of opportunities for play based writing, provide a variety of writing materials, frequently model writing and encourage storytelling and creative expression.

Fostering a love of writing in the EYFS is about making writing feel natural, fun, and meaningful. By nurturing creativity and offering opportunities for children to explore their ideas through writing, they will develop positive associations with the skill that can carry them through their education

Maths

Scheme: White Rose

<https://whiteroseeducation.com/parent-pupil-resources/maths>



Nusery - This overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow progression where developmentally appropriate, as well as with children starting nursery in different intakes through the year.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reception

Our maths curriculum develops the children's learning through adult led learning and continuous provision. We deliver a curriculum that embeds mathematical thinking and talk, whilst engaging and inspiring children explore mathematics in meaningful ways.

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

Links to KS1

When children enter KS1, they will continue to use White Rose Maths. By introducing the scheme in EYFS, children will already be familiar with the characters and pedagogy style of the scheme. White Rose Maths has a consistent look and feel across all materials, supporting effective transitions between year groups.

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Understanding of the World

Nursery

Explore the effect of changing seasons on the natural world around us and describing what we see, hear, and feel whilst outside.
 Explore a variety of natural materials using all of our senses.
 Extend our vocabulary by talking about what we observe, explore and investigate.
 Understand the layout of our classroom and outside area, followed by our wider environment e.g. school grounds and our estate.
 Looking at the difference between themselves as small people and future adults.
 Learn that there are other countries around the world – using maps and globes to support this understanding.
 Celebrate annual festivals such as Bonfire Night, Christian festivals and understand that these happen once a year and have happened in the past.
International Week: England, focus on traditions, facts, flags and food.
Local walk: Sele Farm – focusing on human features such as houses, post boxes and bus stops as well as physical features such as trees.

Reception

International week: Wales, focus on traditions, facts, flags and food.

Humans and Animals Senses Family History	How people around the world celebrate - Christmas Electricity	Materials The Town I Live In Local walk: focusing on land use, community and orienteering.	Look at the and map the local area Plants and Growth	Habitats Light and Sound	Forces Climates and environment
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Links to KS1

History

In Early Years, we introduce our children to some of the key substantive concepts; which they will come across throughout their time is KS1 and KS2, such as power, trade, beliefs and achievements of mankind. As well as helping to develop their chronological awareness by understanding language related to chronology such as 'yesterday, a long time ago, after and before.

Geography

In EYFS we support our children to be ready for the KS1 Kapow geography curriculum by guiding them to make sense of their physical world and community through a range of personal experiences. We take the children on walks in the local area. We visit local shops and parks to get the children out exploring first hand and noticing the human and physical features of the environment around them.

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In KS1, our children will study the United Kingdom. We lay the foundations for this by looking at maps of the world and the UK and identifying not only where we are but also where significant landmarks are. We prepare the children for their weather enquiry by observing and discussing changes to the weather on a daily basis.

Science

In year 1, the children will start science with a unit of work called 'ourselves.' In our EYFS we support our children to have a good awareness of themselves and to work scientifically by supporting them to make observations and observe changes to themselves and others.

Expressive Art and Design Nursery

Talk about their creations
To explore construction, to begin to role-play
Join different materials, using glue and sellotape.
Explore different textures.
Explore colour and begin to mix.
To respond to music in a rhythmic way.

Reception

Explore different materials freely, to develop their ideas about how to use them and what to make.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as city with different buildings and parks.
Join materials using glue, tape, staplers, treasury tags and pipe cleaners.
Return to build on their previous learning, refining ideas and developing their ability to represent them.
Explore and give explanation to textures you use.
Create collaboratively, sharing ideas, resources and skills.
Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Explore colour and mix primary colours.

Skills for Nursery	Skills for Reception
Explore colour and colour mixing Experiences using hands, feet and fingers to paint Explore printing with sponges, stamps and blocks To experiment with different sized paint brushes and tools Use loose parts and natural objects to make pictures and patterns Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures	Know that mixing certain colours create new ones. Use primary and secondary colours and know their names. Can use thick paint brushes and thin ones to add detail To independently resource and a range of tools to make coloured marks on paper e.g. sponges, brushes, fingers. Add textures to their work such as sticking tissues, pasta, ribbons etc. Begin to weave (gross motor) Join items in a variety of ways – sellotape, masking tape, string, ribbon Selects, sorts, tears and glues items down. Handle manipulate and enjoying using materials Learn how to improve models

Music Scheme: SING UP! https://www.hertfordstandrew.herts.sch.uk/music/ Reception

I've got a grumpy face	Witch, witch	Bird spotting: Cuckoo polka	Up and down	Down there under the sea	Slap clap clap
Focus: Timbre, beat, pitch contour	Focus: Call-and-response, pitch (la-so-mi-do), timbre.	Focus: Active listening, beat, pitch (so-mi), vocal play.	Focus: Pitch contour rising and falling, classical music.	Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	Focus: Music in 3-time, beat, composing and playing.
The sorcerer's apprentice	Row, row, row your boat	Shake my sillies out	Five fine bumble bees	It's oh so quiet	Bow, bow, bow Belinda
Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.	Focus: Beat, pitch (step/leap), timbre.	Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Focus: Timbre, tempo, structure (call-and-response), active listening.	Focus: Dynamics, timbre, musical storytelling, improvising	Focus: Beat, active listening, instrumental accompaniment

*This is a working document and may be adapted and changed to meet the needs of our pupils.

				and composing, exploring instruments.	
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Links to KS1 Links to KS1

Across the EYFS we endeavour to prepare the children for the learning that will take place in KS1. When our children enter year 1, they are taught Art and Design and Design Technology using the 'Kapow' scheme of work. By the time our children leave reception, they will be confident in using a variety of media and materials, including paint and paint brushes, resources for printing, scissors and resources for joining (including tape, staplers, glue and treasury tags). Our continuous strive to develop the lumbrical muscles of the hand will help to support future topics.

In nursery and reception we introduce key vocabulary such as 'artist, colour, strokes,' and look at significant artists including kandinsky and George Seurat, which will equip children with a basic knowledge of artists needed when they are introduced to the works of Bridget Riley in year 1.

Children will continue to use Sing Up when they enter Year 1.