

EARLY YEARS FOUNDATION STAGE (NURSERY) CURRICULUM PROVISION MAP

LEARNING CHALLENGES	COMMUNICATION and LANGUAGE, LITERACY	MATHEMATICS	CELEBRATIONS/ SEASONAL
AUTUMN 1 Who lives in my house? Who else lives in my house and what are they called? What is special about my family? What is my house made of? What is my house address? What can I see out of my window? Who visits my house? Reflection	LETTERS AND SOUNDS <u>Aspect 1</u> - general sound discrimination- sounds in the environment *Sound walks *Listening moments *raise awareness of the sounds around them *develop their listening skills. <u>Aspect 2</u> - general sound discrimination- sounds with instruments *Talking about sounds- loud/ quiet *Identifying matching sounds *develop children's awareness of sounds made by various instruments <u>Aspect 3</u> - general sound discrimination- 'body percussion' *singing songs and action rhymes, listening to music and developing a 'sounds vocabulary' *develop children's awareness of sounds and rhythms. <u>Aspect 4</u> – rhythm and rhyme *Identifying rhyme in words *Finishing a known rhyme *Identifying mis-rhyme *listening for syllables *copying sound patterns *develop children's appreciation and experiences of rhythm and rhyme in speech. <u>Aspect 5</u> – alliteration *Tongue twisters *Phonic sound bags *focus on initial sounds of words, with activities including I-Spy type games and matching objects which begin with	NUMBERS Using some number names and number language spontaneously. Using some number names accurately in play. Reciting numbers in order to 10. Knowing that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Matching numeral and quantity correctly. Showing curiosity about numbers by offering comments or asking questions. Comparing two groups of objects, saying when they have the same number Showing an interest in number problems. Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same. Showing an interest in numerals in the environment. Showing an interest in representing numbers. Realising not only objects, but anything can be counted, including steps, claps or jumps.	- Autumn - Harvest - Rosh Hashanah - Festivals of Light - Diwali, Eid - Hanukah - Christmas - Winter - Chinese New Year - St David's Day - Shrove Tuesday - Spring - St George's Day - Easter - Mother's Day
AUTUMN 2 Which colours do I like and why? Why do we know that Red Riding Hood likes red the best? What happens when we mix colours? What colours are your favourites? How many colours are in the classroom? How can animals hide?			
SPRING 1 What makes a sound? What sounds can you make? How many sounds can you find in the story? Could you make a sound pattern? Can you make a sound instrument? How does this sound make you feel?			
SPRING 2 Which nursery rhymes do I know? Humpty Dumpty, why did you fall? What made the little dog laugh? Where are you going Jack and Jill? Where did Goosey Gander wander? What's in your garden, Mary?			

SUMMER 1	What bugs do I see outside? Why is a caterpillar always hungry? Who lives under the grass stones and logs? What lurks in the pond? How can we make a happy home for our ugly bugs? What do we need to do to prepare for the Ugly Bug Ball?	the same sound. Aspect 6 – voice sounds *Changes in volume, speed, high and low *Recognition of voices *distinguish between different vocal sounds and to begin oral blending and segmenting. Aspect 7 – saying sounds in words and 'blending them together' to say the whole word *'Sound talk' *Listening for sounds in CVC words *Saying sounds in CVC words *practise oral blending	SHAPE, SPACE AND MEASURE Showing an interest in shape and space by playing with shapes or making arrangements with objects. Showing awareness of similarities of shapes in the environment. Using positional language. Showing interest in shape by sustained construction activity or by talking about shapes or arrangements. Showing interest in shapes in the environment. Using shapes appropriately for tasks. Talking about the shapes of everyday objects, e.g. 'round' and 'tail'.	- Father's Day - Holi day
SUMMER 2	How do I get about? How do I get to school? Why are the wheels on the bus round? How can Little Red Riding Hood get to grandma's house safely? Could Thomas the Tank Engine travel on the road? Could Rory the Racing travel on the tracks? Where would I go to if I wanted to travel abroad?	LITERACY Identifying words in the environment Identifying children's names Identifying characters, story settings and discussing story plots	Using shapes appropriately for tasks. Talking about the shapes of everyday objects, e.g. 'round' and 'tail'.	- Summer - Transition to new class

Characteristics of Effective Learning (underpinning all learning opportunities throughout the year)

<i>Playing and exploring- engagement</i>	<i>Active learning- motivation</i>	<i>Creating and thinking critically- thinking</i>
- Finding out and exploring - Playing with what they know - Being willing to 'have a go'	- Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do	- Having their own ideas - Making links - Choosing ways to do things

The ethos which underpins the Learning Challenge curriculum approach involves assessing what the children already know, and then inviting them to think of their own questions, taking the learning in different directions. In this way we can best support the development of each of Characteristics of Effective Learning, a fundamental part of preparing our children to be the 'best learner' they can be.

These themes are planned for each half term following detailed assessment and observations of the children. Our teaching includes a balance of these enquiry based activities, in addition to developing fundamental skills across each of the 7 Areas of Learning in the EYFS curriculum.