



St. Francis Nursery and Pre-School Curriculum Map

General coverage overview of key development matters skills to be taught and progression in phonics

Pre-School Spontaneous skills based PLOD (Possible Lines of Development) planning with the children following their interests Big book kept in class	Autumn 1 Suggested planned topics Getting to know you: all about me and my family People and homes, including where I live and local places Castles, magical kingdoms, building and construction	Autumn 2 Suggested planned topics Diwali Remembrance Harvest, food, festivals of light and keeping safe Nativity and Christmas (with Pre-School carols around the tree)	Spring 1 Suggested planned topics Chinese New Year Traditional Tales National storytelling week Winter big bird watch Dinosaurs	Spring 2 Suggested planned topics Super heroes and people who help us Zoo safari, animals and pets	Summer 1 Suggested planned topics Forest wonderland Minibeasts We like to move it, move it!	Summer 2 Suggested planned topics <u>Plants and growth</u> Water Under the sea Beaches and pirates
RE Key Learning	Branch 1: Creation and Covenant God made our beautiful world and everything in it. God made me God loves me. God loves everyone. God made the wonderful world. The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world Look after me. Look after God's world.	Branch 2: Prophecy and promise Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). Mary had a baby called Jesus Advent wreath. The tradition of the crib. Nativity celebration. Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all	Branch 3 Galilee to Jerusalem The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold). Jesus was born for everyone. The Glory Be is a special prayer. Show love to everyone like Jesus	Branch 4 Desert to Garden Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate. Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.	Branch 5 To the ends of the Earth Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. The Holy Spirit is our friend. The Holy Spirit looks after us. The parish church is a special place where we meet our friends. We sing and say prayers. The parish church. We gather with friends at church, especially on Sunday.	Branch 6 Dialogue and Encounter Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.
Sacraments, Holy Days of Obligation and other significant Days	St Francis feast day 4 th October Season of Creation (Pope Francis' to link with Laudato Si) 1 st September -4 th October Little Way Week 25 th September-29 th -St Terese of	All Saints Day Christ the King Advent	Epiphany Baptism of the Lord	Palm Sunday Ash Wednesday lent	Ascension Pentecost Ss Peter and Paul May Procession	Corpus Christi Refugee Week

	Lisieux (Mission Together resources)					
Author Study-key reads	Room on the broom Stick Man Guess How much I love you Kindness makes us strong Layla's Happiness You are Welcome	Owl Babies The Snowman Love our earth The Best Diwali Ever	Dinosaurs Love Underpants Traditional tales Dinosaur Roar	Dear Zoo Poo in the Zoo Elmer stories Giraffes Can't Dance Rosie's Walk	The Very Hungry Caterpillar What the ladybird heard Pip and Posy: The friendly Snail	Sharing a shell A snail and a whale Tiddler Non-fiction sea books Barry the fish with fingers Shark in the Park Commotion in the Ocean Rainbow Fish
Reading for Pleasure and developing vocabulary	<p>Every week, we visit our school library to choose a book to take home.</p> <p>We have a range of author visits in school and virtual author visits to fit in with our author study across the school year.</p> <p>Communication and Language in a huge priority throughout EYFS and children have access to deconstructed and planned role play opportunities.</p> <p>We have outside reading sheds and books are featured in all areas of the inside and outside provision.</p> <p>We celebrate world book day, book week and other story celebration ion initiatives eg Pyjamarama Day for charity.</p> <p>Developing vocabulary is fun and we have beautiful small world areas, drama activities and resources to promote speaking and listening.</p> <p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.</p>					
Phonics progression~ learning to read and write	<p>Aspect 1: General Sound Discrimination - Environmental Sounds. The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p> <p>Aspect 2: General Sound Discrimination - Instrumental Sounds. This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p>	<p>Aspect 3: General Sound Discrimination - Body Percussion.</p> <p>The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p>	<p>Aspect 4: Rhythm and Rhyme.</p> <p>This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p>	<p>Aspect 5: Alliteration.</p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p>	<p>Aspect 6: Voice Sounds.</p> <p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/- /u/-/p/ cup, with the children joining in.</p>	<p>Aspect 7: Oral Blending and Segmenting.</p> <p>In this aspect, the main aim is to develop oral blending and segmenting skills.</p> <p>To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>

<p>Festivals and celebrations</p>	<p>Recycle Week 19-25/9 • Black History Month (October) • National Poetry Day 6/10 • World Mental Health Day 10/10 • Harvest Festival 21/10</p>	<p>Diwali 24/10 • Halloween 31/10 • Outdoor Classroom Day 3/11 • Bonfire Night 5/11 • Remembrance Day 11/11 • Children in Need 18/11 • St Andrew's Day 30/11 • Road Safety Week 14-20/11 • Hannukah 18-26/12 • Advent/Christmas</p>	<p>World Day of Peace 1/1 Burns Night 25/1 • Big Garden Bird Watch 27/1 • Chinese New Year • Children's Mental Health Week 6-12/2 • Safer Internet Day 14/2 • Valentine's Day 14/2</p>	<p>• Fairtrade Fortnight 20/2 – 5/3 • Shrove Tuesday 21/2 • St David's Day 1/3 • World Book Day 2/3 • International Women's Day 8/3 • Holi 8/3 • St Patrick's Day 17/3 • Red Nose Day 18/3 • Mothering Sunday 19/3 • British Science Week 10 – 19/3 • Easter</p>	<p>Ramadan (begins 22/3) - EidAl-Fitr 21/4 • Earth Day 22/4 • St George's Day 23/4 • Children's Gardening Week 22-28/5 • Farming-harvesting-Silo</p>	<p>30 Days Wild (June) • Farming Fortnight 5-16/6 • Healthy Eating Week 12-16/6 • Father's Day 18/6 • Refugee Day 20/6 • Armed Forces Day 24 /6 Art Week Sports Day</p>
<p>Literacy</p> <p>Comprehension Reading and Writing</p> <p><i>Writing for a purpose and fun!</i></p>	<p>Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p>	<p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p>	<p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>Write some letters accurately.</p>

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'</p> <p>Learn new vocabulary</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Learn new vocabulary</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Learn new vocabulary</p>	<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Learn new vocabulary</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Learn new vocabulary</p>	<p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand how to listen carefully and why listening is important.</p>
<p>Personal, Social and emotional development</p> <p>Self-regulation Managing self and Building Relationships</p>	<p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.</p>	<p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>See themselves as a valuable individual.</p>

<p>Mathematics</p>	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>	<p>Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. 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...'</p>
<p>Mathematical vocabulary</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'</p> <p>Take part in finger rhymes with numbers.</p> <p>Use the language of size and weight in everyday contexts.</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Use words like 'repeated' and 'the same' over and over.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>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'.</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</p>
<p>Physical Development</p> <p>Gross motor skills and Fine motor skills</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p>	<p>Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.</p>	<p>Develop manipulation and control. Explore different materials and tools.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>

<p>Understanding of the world</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Make connections between the features of their family and other families.</p> <p>Explore how things work.</p>	<p>Notice differences between people.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Working Scientifically in EYFS</p>	<p>Explore/observe-look closely at/notice features in the natural world including animals and plants, weather and seasons, natural materials eg water, ice, sand, stones etc</p> <p>Vocabulary-use simple vocabulary to name and describe objects, materials, living things and environments</p> <p>Draw children's attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration and encourage children to use it.</p> <p>Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows.</p> <p>Show and explain the concepts of growth, change and decay with natural materials.</p> <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p> <p>Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p>					
<p>Expressive Arts and Design</p> <p>Creating with materials and Being Imaginative and Expressive</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</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>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their</p>

						own songs or improvise a song around one they know.
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