



John Hampden Primary School
Curriculum Map

EYFS – NURSERY: Long Term Overview

The topics in the EYFS at John Hampden Primary School link to our PSHE themes, but also follow the interests of the children. Throughout each term the children take part in child and adult initiated activities linked to their interests. Therefore, the highlighted sections on the curriculum map are subject to change depending on the needs and interest of the cohort each term. The 'normal' text (not highlighted) refers to every day skills that will be practised and taught in addition to the themes for each term - these are taken from Development Matters and will assist us in enabling children to reach the expected level at the end of the Reception year. In addition to the map below, the children have access to continuous provision which is carefully planned by staff each week to include both inside and outside activities.

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FROM THAME & BEYOND	FROM THAME & BEYOND	ROLL UP, ROLL UP!	MOO, BAA, CLUCK!	ARTS WEEK THEMED TOPIC	SUPERHEROES
<p>Core Texts:</p>		<p>Core Text:</p>		<p>Core Texts:</p> <p>TO BE ANNOUNCED</p>	

<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Who ... Me?! To help others feel welcome • How Am I Feeling Today? To try to help make our school community a better place • Being At Nursery/School To think about everyone's right to learn • Gentle Hands To care about other people's feelings • Our Rights To work well with others • Our Responsibilities To choose to follow the Learning Charter (Class rules) 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • What Am I Good At? To accept that everyone is different • I'm Special, I'm Me To include others when working and playing • Families To know how to help if someone is being bullied • Houses And Homes To try to solve problems • Making Friends To try to use kind words • Standing Up For Yourself To know how to give and receive compliments 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Challenge To stay motivated when doing something challenging • Never Giving Up To keep trying even when it is difficult • Setting a Goal To work well with a partner or in a group • Obstacles and Support To have a positive attitude • Flight to the Future To help others achieve their goals • Award Ceremony To work hard to achieve own dreams and goals 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Everybody's Body To make healthy choices • We Like to Move it Move it To eat a healthy, balanced diet • Food Glorious Food To be physically active • Sweet Dreams To try and keep themselves and others safe • Keeping Clean To know how to be a good friend and enjoy healthy friendships • Stranger Danger To know how to keep calm and deal with difficult situations 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • My Family and Me To know how to make friends • Make Friends, Make Friends, Never Never Break Friends To try and solve friendship problems when they occur • Make Friends, Make Friends, Never Never Break Friends To help others to feel part of a group • Falling Out and Bullying To show respect in how they treat others • Falling Out and Bullying To know how to help themselves and others when they feel hurt or upset • Being the Best Friend We Can Be To know and show what makes a good relationship 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • My Body To understand that everyone is unique and special • Respecting My Body To express how they feel when change happens • Growing Up To understand and respect the changes that they see in themselves • Growth and Change/Fun and Fears To understand and respect the changes that they see in other people • Fun and Fears To know who to ask for help if they are worried about change • Celebration To look forward to change (starting school)

<p>Topic overview:</p> <p>In this topic we will get to know one another a little better and learn a little bit about where we all live. We will find out about Thame, learning more about the town we live in.</p>	<p>Topic Overview:</p> <p>We will learn about the wider world and the different types of places people live. We will find out about differences in our families and find out if any of our families live in other places around the world.</p>	<p>Topic Overview:</p> <p>In our circus topic we will think about new skills. We will work on practising these skills and understand the importance of perseverance and motivation.</p>	<p>Topic Overview:</p> <p>We will look at healthy lifestyles and the importance of keeping ourselves healthy, safe and well. In this topic about the farm, we will learn more about food and where it comes from.</p>	<p>Topic Overview:</p> <p>Our topic this term will link to the Arts Week Theme.</p>	<p>Topic Overview:</p> <p>This topic will focus on change. We will focus on different superheroes and think about our own talents and how we have changed since we were little. We will also focus on transition to School and the changes that will happen as we progress through school.</p>
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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, story-telling 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**.

<p>Communication & Language:</p> <ul style="list-style-type: none"> • We will practise sitting smartly on the carpet • Phase 1 Phonics • ‘I Wonder Bag’ sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups • Attention building activities 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Phase 1 Phonics • ‘I Wonder Bag’ sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups • Attention building activities 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Phase 1 Phonics • Mystery reader sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Phase 1 Phonics • Mystery reader sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Phase 1 Phonics • ‘I Wonder Bag’ sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups • Talk for Writing:TBC 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Phase 1 Phonics • ‘I Wonder Bag’ sessions • Whole class, small group and 1:1 story time • Variety of role play opportunities • Spirals groups
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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**.

Physical Development:

- Developing gross and fine motor skills through Funky Fingers and other activities, such as dough disco
- Learn how to use the toilets/cloakrooms independently including hand washing routines
- Learn how to put coats/shoes/wellies on and do them up independently

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Physical Development:

- Learn how to use the toilets/cloakrooms independently including hand washing routines
- Learn how to put coats/shoes/wellies on and do them up independently
- Learning how to write our names
- PE – circus activities eg, balancing etc

Physical Development:

- Learn how to use the toilets/cloakrooms independently including hand washing routines
- Learn how to put coats/shoes/wellies on and do them up independently
- Learning how to write our names
- PE – walking, obstacle course – over/under etc

Physical Development:

- Learn how to use the toilets/cloakrooms independently including hand washing routines
- Learn how to put coats/shoes/wellies on and do them up independently
- Learning how to write our names
- Use a variety of tools and media during Arts Week sessions in the hall
- Sports Day practise

Physical Development:

- Learn how to use the toilets/cloakrooms independently including hand washing routines
- Learn how to put coats/shoes/wellies on and do them up independently
- Learning how to write our names.
- Sports Day practise

Personal, Social & 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.

Personal, Social & Emotional Development:

- Weekly Jigsaw sessions
- Learn the names of the staff and friends in our class
- Begin to follow and understand the rules of the classroom

Personal, Social & Emotional Development:

- Weekly Jigsaw sessions
- Continue to build good relationships with children and adults
- Continue to learn and follow the rules of the classroom

Personal, Social & Emotional Development:

- Weekly Jigsaw sessions
- Learn about sharing and turn taking through small group activities

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Personal, Social & Emotional Development:

- Weekly Jigsaw sessions
- Learn about sharing and turn taking through small group activities
- Take part in Arts Week sessions in the Jackson Hall

Personal, Social & Emotional Development:

- Weekly Jigsaw sessions
- Learn about sharing and turn taking through small group activities
- Transition activities with new school classes and teachers

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).

Literacy:

- Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects:

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<ul style="list-style-type: none"> - environmental sounds • Learn to recognise own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked to our topic – Self portrait with name 	<ul style="list-style-type: none"> - instrumental sounds - body percussion • Continue to learn to recognise own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked to topic – draw and write a Christmas list 	<ul style="list-style-type: none"> - rhythm and rhyme • Begin to form letters in own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked to topic – draw a circus picture 	<ul style="list-style-type: none"> - alliteration • Practice to form letters in own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked to topic – draw a farm animal and label it 	<ul style="list-style-type: none"> - voice sounds • Practice to form letters in own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked to topic - TBC 	<ul style="list-style-type: none"> - oral blending and segmenting • Practice to form letters in own name • Listen to a range of fiction/non-fiction books linked to our topic • WOW writing linked with our topic – draw themselves as a superhero and write their name
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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**.

<p>Maths Colours Explores colours and colour matching.</p> <p>Matching Make comparisons between objects and size Talk about an explore 2D shapes using informal and mathematical language</p> <p>Sorting Make comparisons between objects and size Talk about an explore 2D shapes using informal and mathematical language</p>	<p>Maths Number Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). 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 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>Patterns Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Maths Subitising Develop fast recognition of up to 3,4,5,6 objects, without having to count them individually (‘subitising’). Show ‘finger numbers’ up to 5.</p> <p>Number Know that the last number reached when counting a small set of objects tells you how many there are in total up to 6 Show ‘finger numbers’ up to 6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 6.</p>	<p>Maths Height and Length Tall and short, long and short.</p> <p>Mass TBC</p> <p>Capacity TBC</p>	<p>Maths More/Fewer TBC One more TBC One less TBC 2D shapes TBC 3D shapes TBC</p>	<p>Maths Number composition TBC Night and Day Order events in the day at nursery What happens in the day/at night. Positional language Geog: discuss a familiar routes and locations using words such as; in front of, behind</p>
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<p>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.</p>					
<p>Understanding the World:</p> <ul style="list-style-type: none"> • Talk about family and people who are important to us • Geography: look at where we live on a simple map. • Geography: plan out and go on a journey around the school. • History: Children to bring in a baby photo of themselves and discuss how they’ve changed. • Science: explore different materials used to build a house. • RE: What makes people special? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Find out more about Firework night • RE: Learn about Diwali • RE: Discover the origins of the Christmas story and the birth of Jesus • ICT: Use espresso to make firework pictures. • History: Children to talk about their family history, who is in their family, how many generations are there. • Geography: look at different types of houses from around the world. • Autumn-exploring the season • Science: look at local environment and compare with environments around the world 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT: Beebots. Make a Beebot travel around a circus. • Learn about Chinese New Year • Explore cause and effect • Use senses to discover the world through sensory builder’s tray activities and adult led activities • Geography: similarities and differences to how people live in the circus and how we live in Thame. • Winter-exploring the season • Science: explore different forces linked to the circus, pushes and pulls • History: find out about the history of the circus • RE: How do people celebrate? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT: Use Now Press Play ‘On the Farm’ storytelling. • Learn about Easter • Explore cause and effect • Use senses to discover the world through sensory builder’s tray activities and adult led activities • Geography: think about the features of a farm. E.g What animals live on a farm? What does a farm produce? • Spring-exploring the season • Science: look at a life cycle of a farm animal • History: explore old and new types of farms. How have they changed? E.g milk maids to machinery • RE: Easter story 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT: Use camera to take photos and videos of arts week • Explore cause and effect • Use senses to discover the world through sensory builder’s tray activities and adult led activities • RE: What can we learn from stories? • Geography: TBC • Summer- exploring the season • Science: TBC • History: TBC 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT: Create a superhero on the ipads using purple mash. • Explore cause and effect • Learn about life cycles of different animals • Use senses to discover the world through sensory builder’s tray activities and adult led activities • Geography: Create a superhero that goes around the world trying to help with different issues in the environment. Link to recycling/plastic in the oceans. • Science: Superhero experiments. • History: learn about a real-life superhero from the past (e.g., David Attenborough- link to geography) • RE: What makes places special?
<p>Expressive Arts & 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</p>					

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.

<p>Expressive Arts & Design: Art - Self-portrait drawing D&T – junk modelling houses and homes Music – exploring instruments within the classroom</p>	<p>Expressive Arts & Design: Art - Rangoli patterns; Christmas card design D&T – junk modelling houses; scissor skills Music - Singing/dancing for Christmas show</p>	<p>Expressive Arts & Design: Art – Circus art D&T – Making circus tents using various medium Music – The Greatest Showman music</p>	<p>Expressive Arts & Design: Art - Easter card design D&T - create a farm animal head using papier mache. Music - Explore different sounds that farm animals make. Singing songs eg. Farmer’s in his Den, Scarecrow song</p>	<p>Expressive Arts & Design: Art/D&T – Arts Week: exploring different techniques; Explore colour through colour mixing Music – making our own musical instruments from recycled produce.</p>	<p>Expressive Arts & Design: Art – Superhero mask D&T – design superhero outfits/cape Music - Singing for Summer show</p>
<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learning about Grandparents Day (such as making a video for our Grandparents) • Possible visitors from the local area 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Food tasting from around the world • PTFA Fireworks TBA • Posting letters to Santa 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Possible Circus workshop 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Farm animals visit • Bedtime Story • Easter egg hunt 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Arts Week dressing up day • Arts Week sessions 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Planting seeds and caring for them as they grow • Sports Week – including EYFS Sports Day & Picnic • Carnival TBC • Dress up day
<p>Emotional Literacy: SELF CONFIDENCE & SELF AWARENESS – I understand how it feels to belong and that we are similar and different. I am beginning to name and express my feelings. <i>“I like/dislike..., you like/dislike...” “I am feeling...”</i></p>	<p>Emotional Literacy: EMPATHY - I understand people have similarities and differences in their houses, homes, families, skills. <i>“We are the same because...” “We are different because...”</i></p>	<p>Emotional Literacy: RESILIANCE – I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal. <i>“I am going to try to ...” “I need to practise...to get better at ...”</i></p>	<p>Emotional Literacy: WELL BEING – I know how to keep my body healthy through food choices and exercise. I know ways to keep myself safe. <i>“My healthy choice was...” “It helps my body because...”</i></p>	<p>Emotional Literacy: Healthy RELATIONSHIPS - I can listen to my friends to help resolve problems and be a good friend. I can use a range of strategies to manage my feelings and think things through. <i>“Why don’t we try...” “I feel ... because ...”</i></p>	<p>Emotional Literacy: MANAGING CHANGE – I know human bodies change over time and how this will affect me. I can recognise times of change in the past and the future of my life. <i>“I enjoyed...at school this year” “I feel...about moving to the next class”</i></p>