
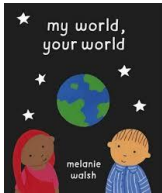
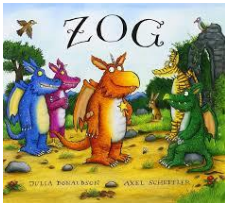
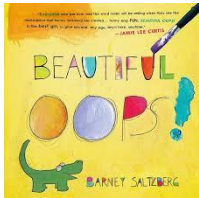
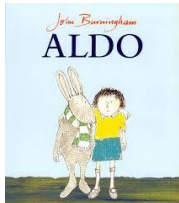
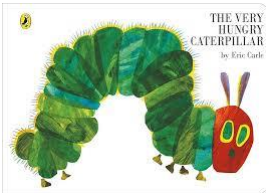




John Hampden Primary School Curriculum Map 2024 - 2025

Nursery Long Term Overview

In the EYFS our planning is based on the children’s interests and experiences, as well as celebrations and special events. Because of this we are not able to plan topics beyond the next term. Knowledge Organisers will be sent home before the beginning of each topic to share what children will be learning at school. In addition to planning from the children’s needs and interests we cover a termly PHSE theme as laid out in the grid below. The text in the grid below refers to everyday skills that will be practised and taught in addition to the themes for each term. These are taken from Development Matters and are designed to support the children to reach their full potential at the end of the Reception year. Throughout each term the children will take part in child and adult initiated activities, as well as adult led tasks. Due to the nature of the way we work in Early Years, the grid below should be seen as a guide and is subject to change depending on the needs and interest of the cohort each term.

Autumn Term		Spring Term		Summer Term	
BEING ME IN MY WORLD	CELEBRATING DIVERSITY	DREAMS & GOALS	HEALTHY MIND & BODY	RELATIONSHIPS	CHANGING ME
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-belief Aspiration Challenge	Balance Keeping Safe Self-Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking forward
Autumn 1 FROM THAME AND BEYOND	Autumn 2 FROM THAME AND BEYOND	Spring 1	Spring 2	Summer 1	Summer 2
Core Text: 	Core Text: 	Core Text: 	Core Text: 	Core Text: 	Core Text: 
PSHE Outcomes: <ul style="list-style-type: none"> • Who ... Me?! • How Am I Feeling Today? • Being at Nursery/School • Gentle Hands • Our Rights • Our Responsibilities 	PSHE Outcomes: <ul style="list-style-type: none"> • What Am I Good At? • I’m Special, I’m Me • Families • Houses and Homes • Making Friends • Standing Up For Yourself 	PSHE Outcomes: <ul style="list-style-type: none"> • Challenge • Never Giving Up • Setting a Goal • Obstacles and Support • Flight to the Future • Footprint Awards 	PSHE Outcomes: <ul style="list-style-type: none"> • Everybody’s Body • We Like to Move it Move it • Food Glorious Food • Sweet Dreams • Keeping Clean • Stranger Danger 	PSHE Outcomes: <ul style="list-style-type: none"> • My Family and Me • Make Friends, Make Friends, Never Never Break Friends • Falling Out and Bullying • Being the Best Friend We Can Be 	PSHE Outcomes: <ul style="list-style-type: none"> • My Body • Respecting My Body • Growing Up • Growth and Change/Fun and Fears • Fun and Fears • Celebration
Topic Overview		Topic Overview			

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. We will learn more about the wider world and where our friends come from. We will learn about some global celebrations.

The subject of our topics over this time will be planned from what the children are interested in and what is happening in the world around them. Information will be shared with families before starting a new topic.

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**.

Communication & Language:

- Opportunities to communicate and work with other children and adults throughout the day.
- Practise listening and attention skills on the carpet
- Phase 1 Phonics
- Story times
- Nursery rhyme singing
- ‘Bag of Me’ sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities
- Spirals groups
- Attention building activities

Communication & Language:

- Opportunities to communicate and work with other children and adults throughout the day.
- Bag of me sessions
- Nursery rhyme singing
- Christmas performance practise
- Phase 1 Phonics
- ‘I Wonder Bag’ sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities
- Attention building activities
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Communication & Language:

- Opportunities to communicate and work with other children and adults throughout the day.
- Nursery rhyme singing
- Phase 1 Phonics
- Mystery reader sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities

Communication & Language:

- Opportunities to communicate and work with other children and adults throughout the day
- Nursery rhyme singing
- Phase 1 Phonics
- Mystery reader sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities

Communication & Language:

- Opportunities to communicate and work with other children and adults throughout the day
- Nursery rhyme singing
- Phase 1 Phonics
- Mystery reader sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities

Communication & Language:

- Discussions about Reception
- Story times (including with new teachers), Whole class, small group and 1:1 story time
- Nursery rhyme singing
- Opportunities to communicate and work with other children and adults throughout the day.
- Phase 1 Phonics
- Mystery reader sessions
- Variety of role play opportunities

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**.

<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 • 	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 • 	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 • 	<p>Physical Development:</p> <ul style="list-style-type: none"> • 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 •
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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.

<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn the names of the staff and friends in our class • Begin to follow and understand the rules of the classroom • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Learning more about adults and friends in our class. • Use the toilet independently. 	<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Weekly Jigsaw sessions • Learn the names of the staff and friends in our class • Learning more about adults and friends in our class. • Use the toilet independently. • Continue to learn and follow the rules of the classroom. 	<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Continue to learn and follow the rules of the classroom. • Learning more about adults and friends in our class. • Use the toilet independently. • Learn about sharing and turn taking through small group activities. 	<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Continue to follow and understand the rules of the classroom • Learn the names of the staff and friends in our class • Learning more about adults and friends in our class. • Use the toilet independently. • Learn about sharing and turn taking through small group activities. 	<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Continue to follow and understand the rules of the classroom • Learn the names of the staff and friends in our class • Use the toilet independently. • Learn about sharing and turn taking through small group activities. • Take part in Arts Week sessions in the Jackson Hall 	<p>Personal, Social & Emotional Development:</p> <ul style="list-style-type: none"> • Opportunities to play and work with children and adults in a variety of situations on a daily basis. • Weekly Jigsaw sessions • Continue to follow and understand the rules of the classroom • Learn the names of the staff and friends in our class • Use the toilet independently. • Transition activities with new school classes and teachers.
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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).

<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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 	<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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 	<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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 	<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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 	<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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 	<p>Literacy:</p> <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <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
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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</p> <p>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</p> <p>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</p> <p>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</p> <p>Height and Length Tall and short, long and short.</p> <p>Mass Relate to books e.g. Three Little Pigs, Goldilocks</p> <p>Capacity TBC</p>	<p>Maths</p> <p>Consolidation More than/fewer than/one more, one less</p> <p>2D shapes TBC</p> <p>3D shapes TBC</p> <p>Revisit Pattern</p> <p>Sequencing and Positional Language</p>	<p>Maths</p> <p>Number composition 1-5 revisit</p> <p>Before and after</p>
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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.

Understanding the World:

- 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?
- Talk about family and people who are important to us
- RE: What makes people special?
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

Understanding the World:

- 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.
- Science: Autumn-exploring the season
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

Understanding the World

- ICT: Use of Beebots
- Explore cause and effect
- Use senses to discover the world through sensory builder’s tray activities and adult led activities.
- Science: Winter-exploring the season
- RE: How do people celebrate? Learn about Chinese New Year
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

Understanding the World:

- ICT: Use Now Press Play
- Explore cause and effect
- Use senses to discover the world through sensory builder’s tray activities and adult led activities.
- Science: Spring-exploring the season.
- RE: Easter story and traditions.
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

Understanding the World:

- 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?
- Science: Summer- exploring the season
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

Understanding the World

- Explore cause and effect
- Learn about life cycles of different animals
- RE: What makes places special?
- Continuous provision includes opportunities to investigate the world around them through play. Resources include things like magnets, magnifying glasses, funnels, wind chimes, building materials, etc.

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 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:</p> <ul style="list-style-type: none"> • Art - Self-portrait drawing • DT - Junk modelling houses and homes • Music - Songs: I've got a Body, a Very Busy Body, Hands, Shoulders, Knees and Toes, The Okey-Cokey • Music – When Goldilocks went to the House of the Bears, Ladybird, Ladybird Fly Away Home, There was an Old Woman who Lived in a Shoe, Little Boxes on a Hillside, This Ole House (Shakin Stevens) • Junk modelling/painting and drawing/musical making materials available as part of continuous provision. 	<p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Art – Rangoli patterns • Repeating pattern Christmas wrapping paper • Christmas card design • Learn some Indian dance moves and perform in small groups • Junk modelling/painting and drawing/musical making materials available as part of continuous provision. 	<p>Expressive Arts & Design:</p> <p>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</p>	<p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Easter card design • Junk modelling/painting and drawing/musical making materials available as part of continuous provision. 	<p>Expressive Arts & Design:</p> <p>Junk modelling/painting and drawing/musical making materials available as part of continuous provision.</p>	<p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Singing for Summer show • Junk modelling/painting and drawing/musical making materials available as part of continuous provision.
<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Possible visitors from the local area • Family members with links to other countries around the world • St. Mary's Church – Christmas story 		<p>Some of the experiential learning that may take place as part of our topics this year:</p> <ul style="list-style-type: none"> • Visits to local area • Visitors from local area • Visits from families and friends • Dressing up days • Cooking food • Growing plants • Forest School sessions • Arts Week sessions in the hall • Watching Y6 Production • Sports Week – including EYFS Sports Day & Picnic 			
<p>Emotional Literacy: SELF CONFIDENCE & SELF AWARENESS</p> <p>I understand how it feels to belong and that we are similar and different. I am beginning to name and express my feelings.</p>	<p>Emotional Literacy: EMPATHY</p> <p>I understand people have similarities and differences in their houses, homes, families, skills.</p>	<p>Emotional Literacy: RESILIANCE</p> <p>I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal.</p>	<p>Emotional Literacy: WELL-BEING</p> <p>I know how to keep my body healthy through food choices and exercise. I know ways to keep myself safe.</p>	<p>Emotional Literacy: Healthy RELATIONSHIPS</p> <p>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.</p>	<p>Emotional Literacy: MANAGING CHANGE</p> <p>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.</p>
<p>Speaking Frames:</p> <p>“I like/dislike..., you like/dislike...”</p> <p>“I am feeling...”</p>	<p>Speaking Frames:</p> <p>“We are the same because...”</p> <p>“We are different because...”</p>	<p>Speaking Frames:</p> <p>“I am going to try to ...”</p> <p>“I need to practise...to get better at ...”</p>	<p>Speaking Frames:</p> <p>“My healthy choice was...”</p> <p>“It helps my body because...”</p>	<p>Speaking Frames:</p> <p>“Why don't we try...”</p> <p>“I feel ... because ...”</p>	<p>Speaking Frames:</p> <p>“I enjoyed...at school this year”</p> <p>“I feel...about moving to the next class”</p>