



Durning's Ducklings EYFS Curriculum

YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Main Theme (but not limited to)	It's Good To Be Me	Creatures of the woods	People who help us	Our Amazing World	Waking up to summer	On the beach and under the sea
Theme Overview	Children to settle into the nursery, understand routines, gain confidence and celebrate their own uniqueness. Build relationships with other children and staff. Develop independence.	Build on their understanding of who they are, the children will learn about different festivals and make comparisons. To explore the woodland and what creatures live there. Learn about hibernation, habitat and changing of the season and how it affects wildlife.	To know that there are people in our community who help us and their roles of their jobs.	Children will be introduced to the planet Earth (land focus) and why it is special to us and the need to look after it. To learn how we can transport objects from one place to another on planet Earth linked to looking after our planet.	Investigate creatures and bugs that live in our school environment. Begin to understand why flowers are important for our butterflies and bees and how this impacts our environment. Explore local environment – farming. Know life cycles linked to local environment.	To explore the seaside environment. To learn about creatures which live in the sea – planet focus on water. To understand the importance of caring for the environment and the impact of pollution has on our sea-life.
Special Events	Harvest National Read a Book Day National Fitness Day	Autumn /Winter Halloween Bonfire Night Advent Christmas Diwali Remembrance Day	Martin Luther King Winnie the Pooh Day Valentine's Day Random Acts of Kindness Day Chinese New Year	Spring Easter World Book Day Mother's Day Ramadan Eid Earth Day	Summer World Bee Day	Summer World Oceans Day World Sea Turtle Day
Key Learning	Children will be able to: Be confident in leaving family members for their school day. Know who the staff are and be able to ask for help if needed.	Children will be able to: Begin to understand they are part of a community. Know what festivals they celebrate in their families and talk about what happens.	Children will be able to: To understand all the people that help us within our community and the wide variety of jobs. Understand we need money to buy things.	Children will be able to: Learn about our Amazing Planet and why we need to look after it. Learn about the planets and the solar system.	Children will be able to: Understand the change in the season. Understand why plants and flowers are important and well as our insects. Using our senses discover the changes	Children will be able to: Understand the importance of looking after our oceans and the effects pollution has on our world and our Sealife.

	<p>Understand the rules and routines and the importance of them. To be independent in basic school routines. To use the toilets independently. Begin to make friendships and find ways to negotiate conflicts. Begin to understand their feelings and how to manage them. Start to know the history of the school. Know what festivals they celebrate in their families and talk about what happens. Know specific other celebrations. Learn new vocabulary.</p>	<p>Know specific other celebrations. Be able to talk about celebrations like Halloween, Bonfire Night, Diwali, Christmas and Remembrance Day. Understand the change in Seasons and what happens to the environment. The habitats and the animals. Learn new vocabulary.</p>	<p>Explore our local area to see who is important around us. Experience what people do first-hand from visits by people in our community. Know what festivals they celebrate in their families and talk about what happens. Know specific other celebrations. Learn new vocabulary.</p>	<p>Learn about maps and other countries and discuss where we have been and the understanding of transport systems we have used. Also transport we use to get around our world. Learn about our planet in the past and travel back to the dinosaurs and understand they are now extinct. Know what festivals they celebrate in their families and talk about what happens. Know specific other celebrations. Learn new vocabulary.</p>	<p>from spring to summer. Understand the importance of bees and what they do. Understand the difference of fiction and non-fiction. Know what festivals they celebrate in their families and talk about what happens. Know specific other celebrations. Learn new vocabulary.</p>	<p>Understand why we recycle and its benefits. Explore the seaside and use our senses to experience the environment and be able to describe. Know what festivals they celebrate in their families and talk about what happens. Know specific other celebrations. Learn new vocabulary.</p>
<p>Terrific texts and our love of books.</p> <p>(Alongside we will learn our nursery rhymes and poems.)</p>	<p>Marvellous Me Watch Me Bloom It's Ok to Be Different What I Like About Me Whoever You Are The Skin You Live In Family and Me Ten Little Fingers and Ten Little Toes The Five Senses I Can't Do That. Yet Super Duper You All Kinds of People</p>	<p>Goodbye Summer Hello Autumn Apples and Pumpkins Leaf Man Stick Man Owl Babies Pumpkin Soup Jolly Christmas Postman The Christmas Surprise We're Going on a Leaf Hunt</p>	<p>When we Grow Up What Jobs Could You Do Emergency Mog and the Vet The Jolly Postman People who help us – book series I love Chinese New Year My First Chinese New Year People Who Help Us</p>	<p>Martha Maps It Out What A Wonderful World Around The World We're Going on a Bear Hunt Wonderful Earth The World Book If I Was the World At The Airport Going To the Volcano</p>	<p>Hello Summer The Hungry Caterpillar The Amazing Life Cycle of a Butterfly Little Bee Betsy Buglove Saves the Bees Why Do We Need Bees Farmer Duck What The Ladybird Heard</p>	<p>Don't Panic We Can Save The Planet The Boy Who Sailed the World The Snail and The Whale What A Ship Sees The Lighthouse Keepers Lunch Sharing A Shell Our Beach Clean Up</p>

	<p>Only One You From Head to Toe Not Now Bernard Handa's Surprise The Little Red Hen</p>	<p>It was a Cold Dark Night The Very Last Leaf Percy The Park Keeper The Squirrels who Squabbled Room on the Broom Diwali – First Festivals The Christmas Story</p>	<p>Real Superheroes The Zoo Vet Maybe You Should Fly a Jet Maybe You Should Be a Vet</p>	<p>Dinosaurs Love Animals My Small World The Hundred Decker Bus Maps</p>	<p>A Squash and a Squeeze Rosie's Walk Farmyard Hullabaloo</p>	<p>What The Ladybird Heard at the Seaside Tiddler Commotion in the Ocean Shark in the Park The Fish Who Could Wish What A Waste Seaside Poems Lucy and Tom at the Seaside</p>
<p>Key Vocabulary:</p>	<p>Me, mine, ours, I, you, yours, good morning, afternoon, please, thank you, staff names, feeling words, family titles,</p>	<p>Diwali, diva lamp, firework, whizz, bang, boom, explode, Halloween, witch, cackle, cauldron, spells, safety, autumn, hibernate, leaves, habitat, crunch, nest, leaves, hedgehog, Christmas, church, Jesus, Mary, Joseph, seasons</p>	<p>Community, police, siren, firefighter, hose, Doctor, Nurse, hospital, librarian, post person,</p>	<p>Planets, Earth, world, space, solar system, moon, stars, sun, land, transport, protect, environment, maps, Spring, Ramadan, Eid, Easter</p>	<p>Life cycle, Chick, hen, hatch, Butterfly, Cocoon, Caterpillar, Buzzy, bees, flowers, pollen, hive, honey, Egg, seed, soil,</p>	<p>Sea, Ocean, pollution, fish, whale, shark, crab, seaside, creatures, Plastic, rubbish, litter, Recycle, material</p>
<p>Possible visits or visitors</p>	<p>Invite families into nursery Dentist Explore school and school grounds. Library.</p>	<p>Woodland walk – Mawdesley, Mere Sands Woods</p>	<p>Police, fire fighters, doctor/nurse, Parbold shops and community, library</p>	<p>Transport opportunities – bus, train Zoo</p>	<p>Local farm Food origins – crisp production trip, Lancashire Farm. Library.</p>	<p>Sea life centre Beach trip</p>
<p>Prime areas: Communication and Language Overall Goal: To develop attention and listening so that children can</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. Use a wider</p>	<p>Sing a large repertoire of songs. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing a large repertoire of songs. Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and</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>Use longer sentences of four to six words. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words</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>communicate their thoughts and ideas</p>	<p>range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Sing a large repertoire of songs.</p>	<p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use a wider range of vocabulary.</p>	<p>be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Use a wider range of vocabulary.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns. Use longer sentences of four to six words. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Use a wider range of vocabulary.</p>	<p>such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Sing a large repertoire of songs. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary.</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 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use a wider range of vocabulary</p>
<p>PSED</p> <p>Overall Goal</p> <p>To build secure relationships that make children feel happy and safe, so that they can confidently express their feelings, wants, needs and desires independently.</p>	<p>Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations. Remember rules without needing an adult reminding them. Increasingly follow rules and understand</p>	<p>Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community and to feel valued. Increasingly follow rules, understanding</p>	<p>Play with one or more other children, extending and elaborating play ideas. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one</p>	<p>Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community and to feel valued.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community and to feel valued. Become more independent in their personal needs</p>	<p>Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community and to feel valued. Become more independent in their personal needs</p>

	<p>why they are important. Talk about feelings using words such as happy, sad. Understand how others may feel. Making healthy choices about food, drink and physical activity. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Become more independent in their personal needs.</p>	<p>which is suggested to them. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Find solutions to conflicts and rivalries. Become more independent in their personal needs Develop their sense of responsibility and membership of a community and to feel valued.</p>	<p>Become more independent in their personal needs Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p>
<p>Physical Development</p> <p>Overall Goal:</p> <p>To learn how to move and control bodies safely, so that they can explore and challenge themselves to take risks. To start to co-ordinate and refine their smaller movements to use a</p>	<p>Develop fine motor skills to be able to use a range of tools competently, safely and confidently. Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop gross motor skills by Using large-muscle movements to wave flags and</p>	<p>Develop small motor skills to be able to use a range of tools competently, safely and confidently. Consolidate tripod grip. Develop confidence in use of tools to consolidate actions like pinching, grabbing, squeezing and gripping.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. 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,</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. Choose the right resources to carry out their own plan.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use a comfortable grip with good control when holding pens and pencils Consolidate tripod grip. Continue to develop their movement,</p>	<p>Be independent as they get dressed and undressed, for example, putting coats on and doing up zips Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use a comfortable grip with good control</p>

<p>variety of tools purposefully.</p>	<p>streamers, paint and make marks. Access skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing, Develop skills to be able to manage their school day successfully eg knife and fork, zips and dressing and un-dressing. Strengthen core muscles.</p>	<p>Develop gross motor skills by refining the fundamentally skills they have already acquired of rolling, crawling, walking, jumping, running, hopping, skipping and climbing, Develop ball skills, throwing, catching and kicking. Develop skills to be able to manage their school day successfully. Strengthen core muscles.</p>	<p>hop, stand on one leg and hold a pose for a game like musical statues Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils</p>	<p>For example, choosing a spade to enlarge a small hole they dug with a trowel Use a comfortable grip with good control when holding pens and pencils Develop ball skills, throwing, catching and kicking.</p>	<p>balancing, riding (scooters, trikes and bikes) and ball skills. Develop skills of being able to move themselves with ease using different large apparatus, solely and with others.</p>	<p>when holding pens and pencils Consolidate tripod grip.</p>
<p><u>Specific Areas:</u></p> <p>Literacy – Comprehension</p> <p>Overall Goal: Reading - to learn about letters, sounds and words by exploring a range of books and rhymes and develop a love of stories.</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. Engage in extended conversations about stories, learning new vocabulary.</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. Engage in extended conversations about stories, learning new vocabulary.</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. Engage in extended conversations about stories, learning new vocabulary.</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. Engage in extended conversations about stories, learning new vocabulary.</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. Engage in extended conversations about stories, learning new vocabulary.</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. Engage in extended conversations about stories, learning new vocabulary.</p>

<p>Writing</p> <p>Overall Goal: Writing - to make meaningful marks to bring my ideas to life</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. Write some letters accurately</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. Write some letters accurately</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. Write some letters accurately</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. Write some letters accurately</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. Write some letters accurately</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. Write some letters accurately</p>
<p>Phonics</p>	<p>Using Phase 1 phonics to 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>Using Phase 1 phonics to 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>Using Phase 1 phonics to 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>Using Phase 1 phonics to 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>Using Phase 1 phonics to 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>Using Phase 1 phonics to 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>Links to DM UTW</p> <p>Overall Goal:</p> <p>To explore the awe and wonder of the world with curiosity and understand how they and others fit into it.</p>	<p>Begin to make sense of their own life story. Use all of their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>	<p>Continue developing positive attitudes about the differences between people. Explore how things work. Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>	<p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal</p> <p>Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Continue developing positive attitudes about the differences between people. Celebrate and value cultural, religious and community events and experiences.</p>
<p>Links to DM EAD</p> <p>Overall Goal:</p> <p>To express themselves freely with creativity and imagination, in ways that make them happy.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour-mixing. Remember and sing entire songs.</p>	<p>Remember and sing entire songs. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Join different materials and explore different textures.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Listen with increased attention to sounds. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Use drawing to represent ideas like movement or loud noises. Play instruments with increasing control to express their feelings and ideas</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Remember and sing entire songs.</p>

			Remember and sing entire songs. Create their own songs or improvise a song around one they know.			Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing the pitch of a tone sung by another person ('pitch match').
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Maths

Overall goal: To use mathematical language and begin to understand how to use maths and numbers every day in the world around them.

Using the White Rose Scheme through a hands-on practical approach with a mathematically rich curriculum. Nursery maths scheme revisits key mathematical concepts and develops them throughout the year. For the individual steps please see small steps progression which outlines step by step for each unit.

Yearly overview

The yearly 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 you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

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

Characteristics of Learning

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Throughout each day all areas of learning support each other and the children's development. We focus on each characteristic of learning with each child throughout their time in our nursery class.

- **Playing and Exploring** ~ children investigate, explore and 'have a go'
- **Active Learning** ~ children concentrate, persevere and enjoy their achievements
- **Creating and Thinking Critically** ~ Children have their own ideas, make links and develop strategies.