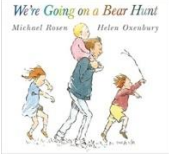
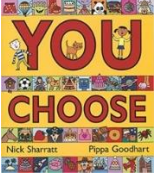
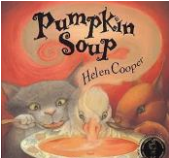
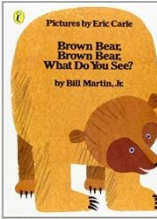
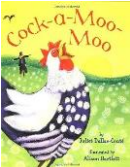
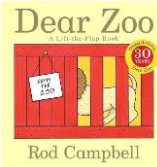
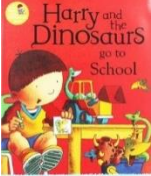
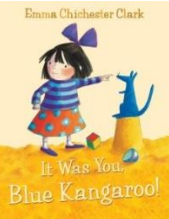
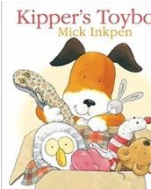
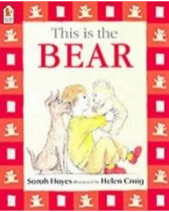
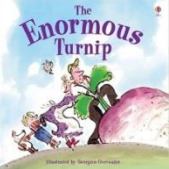
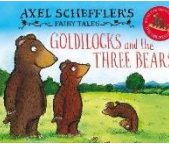
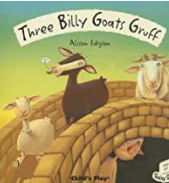
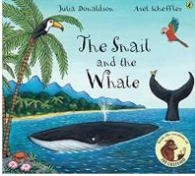
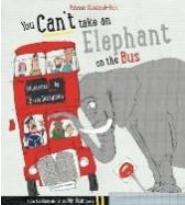
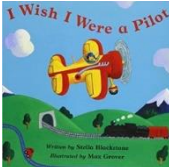
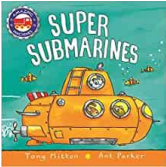
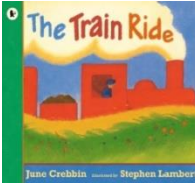
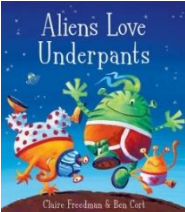
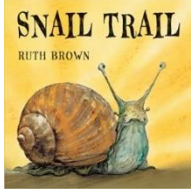
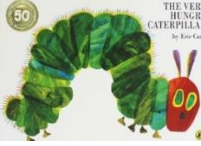
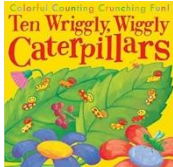
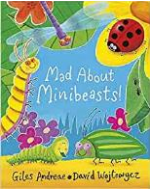
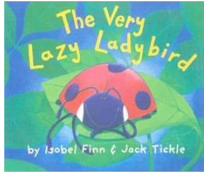
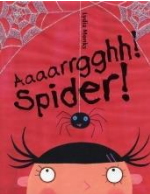
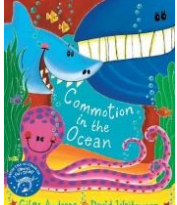
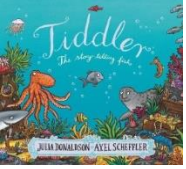
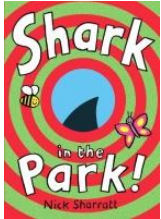
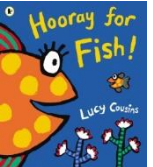
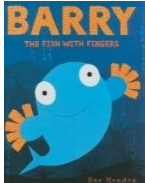
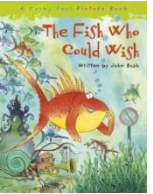


Nursery – Curriculum Map

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Toys	Traditional Stories	Journeys	Minibeasts	Ocean Treasures
English	 We're Going on a Bear Hunt by Michael Rosen  You Choose! by Pippa Goodhart  Pumpkin Soup by Helen Cooper  Brown Bear, Brown Bear What do you see? by Bill Martin Jr.  Cock-a-Moo Moo by Juliet Dallas-Conte  Dear Zoo by Rod Campbell A wide variety of Nursery Rhymes are shared in the first 2 weeks.	 That's not my ... (book series) by Fiona Watt  Harry and the Dinosaurs go to school by Ian Whybrow  It Was You Blue Kangaroo by Emma Chichester Clark  Kipper's Toybox by Mick Inkpen  This is the Bear by Sarah Hayes The Christmas Story	 The Enormous Turnip by various authors  The Gingerbread Man by various authors  Goldilocks and the Three Bears by various authors  The Three Little Pigs by various authors  The Three Billy Goats Gruff by various authors	 The Snail and the Whale by Julia Donaldson  You can't take an Elephant on the Bus by Patricia Cleveland-Peck  I wish I were a pilot by Stella Blackstone  Super Submarines by Tony Mitten  The Train Ride by June Crebbin  Aliens Love Underpants by Claire Freedman	 Snail Trail by Ruth Brown  The Very Hungry Caterpillar by Eric Carle  Ten Wiggly Wiggly Caterpillars by Debbie Tarbett  Mad about Minibeasts by Giles Andreae  The Very Lazy Ladybird by Isobel Finn  Aaaargghh Spider! by Lydia Monks	 Commotion in the Ocean by Giles Andreae  Tiddler by Julia Donaldson  Shark in the Park by Nick Sharratt  Hooray for Fish! by Lucy Cousins  Barry the Fish with Fingers by Sue Hendra  The Fish Who Could Wish by John Bush
	COMPREHENSION: - Turning paper pages in books (sometimes several pages at once). - Repeats words or phrases from favourite stories. - Will "fill in the blank" - word or phrase of a familiar story or rhyme. - Corrects you if you read the story wrong - Repeat new vocabulary in a context of a story. - Talk about a story we know well. - Begin to recount a story we know well. WORD READING/PHONICS: General sound discrimination – - Environmental Sounds - Instrumental Sounds - Body Percussion		COMPREHENSION: - Knows which way to hold a book. Can turn pages from front to back. Handles books carefully turning a page at a time. - Enjoys choosing own books to read and look at them independently. Enjoy looking at books on their own. - Talk about events in a story that has been read to them. - Answer simple recall questions verbally about known stories and can retell simple past events. - Act out well known stories. - Identify beginning and end of stories. - Make suggestions about what might happen next or how the story might end WORD READING/PHONICS: - Rhythm and Rhyme - Alliteration		COMPREHENSION: - Know that print is read left to right and top to bottom. - Name the different parts of a book. - Knows that print carries meaning. - Have a favourite book. - Answer questions about stories that have been read to them. - Follow a story with less reliance on pictures. - Recall and order some key events from the story - Follow and create a story map. - Engage in extended conversations about stories, learning new vocabulary. - Begin to infer characters' feelings - Build a vocabulary that reflects their experiences. - Recognise some everyday print and words. WORD READING/PHONICS: - Voice Sounds - Oral Blending and Segmenting	
	- Fun activities involving my name - Draw my family - Acting out a key nursery rhyme / story - Write recipes / menus - Write Christmas lists - Write Christmas cards		- Begin to write first sound of my name - Begin to write my first name with adult support - Create lists based on topic/provision - Story maps - Adult modeled lists / how to ... - Label pictures based on topic/provision		- Model labeling of diagrams - Beginning to write sounds in words - Write names for Fathers' Day cards	

		Across the school year: - Dough Disco - Provision opportunities to mark make with a range of mark-making instruments - Gross motor mark-making opportunities, using both hands to make lines and circles, focusing eventually on downward strokes and anticlockwise movements. - Adult modeled drawing and talking through shapes and lines to use - Modelled name writing					
COMMUNICATION & LANGUAGE	Spoken Language	LISTENING AND ATTENTION - CURRICULUM LEARNING ACTIVITIES that support pupils to: - Throughout the year we support listening and attention with good, modelled practice. - We teach active listening skills and its importance. We ensure that all children have opportunity to be listen too in both 1:1 situations and small groups and expect others to listen too. - We use circle time and key worker times to support this. - We use rewards and incentives to encourage active listening. - We create an environment that enables children to have quiet space in certain areas to support listening. - We read a story every session and use rhymes and songs to support this. - We have daily phonics sessions with a focus on phase 1 phonics of letters and sounds, focusing on listening and sound discrimination. UNDERSTANDING - CURRICULUM LEARNING ACTIVITIES that support pupils to: - Throughout the year we offer a wide range of activities within general provision and during small group times to support understanding. - Adult interaction with children to support their understanding of questions and give them opportunity to answer lots of different questions. - We teach Vocabulary sessions focusing on key new words each week, these will be taken from gaps we have identified or words to move learning and understand on linked to topics. - We use a Flower Charts to teach vocabulary – to enable children to: know the word; know what it means; and can use it in a spoken sentence. SPEAKING - CURRICULUM LEARNING ACTIVITIES that support pupils to: - Throughout the year children have on going opportunities to talk to each other and adults. Adults will be good models of language and use opportunities to model language back to children. The children are given a wide range of practical resources that encourage talk and collaboration. For example, role play, small world, construction, Book areas etc. these activities are also extended outside too. - Staff to model the think aloud strategies within provision. “I wonder what will happen. I think, I'm going to.” - Staff to use read aloud think aloud strategies when sharing books. - Throughout the year the children have opportunities to talk 1:1 within play both to adults and children. - Children also have daily small group sessions where they are encouraged to talk within the group. - Tapestry is also used to allow the children to talk about their experiences at home. - The use of letter sounds is supported and encouraged with staff modelling these sounds back to children and the children experience playing with sounds within Letters and Sounds lessons. - Tense and grammar is also supported in similar ways, and when needed taught directly through small group work, such as Welcomme					
Maths		- Sing counting songs counting up to 5/10. - Begin to recite numbers in order to 5. - Explore 1:1 correspondence by movement of objects. - Moving objects while saying one number name for each object. - Introduction to water and sand play, filling and pouring containers. - Look at different fabrics and wall papers. - Go on a pattern hunt around Nursery. - Describe the patterns.	- Sing counting songs counting up to 5/10. - Recite numbers to 5. 1:1 correspondence. - Explore 2D shapes in provision. - Positional language. Describe positions and play games putting toys in position. - Comparing weights of presents. - Recognising ABAB repeating patterns. - Look at animal skin patterns and describe. - Make patterns with objects in provision.	- Recite numbers to 10. - Sing counting songs going down from 5. - Introduce numbers 1, 2 and 3. Numerals. Represent numbers 1 to 3 with fingers. - Assign one counting word to each object 1-3. - Compare quantities to 3 saying which has more/fewer. - Use language of quantity and know quantity changes when something is added or taken away. - Circle, square, triangle. Describe with formal and informal language. - Discuss route to school and what is seen on the way. Comparing capacity in the water area. - Discuss daily routines. - Sequence 2 familiar events from a story.	- Recite numbers to 10. - Recite backwards from 5. - Subitizing to 3. - Number 4 and 5. Numerals. 1:1 correspondence to 5. - Match numeral and quantity to 5. Finger numbers to 5. - Separate 4/5 objects in different ways. Compare quantities to 5 saying which has more/fewer. - Explore 3D shapes in provision through construction sets and junk modelling. - Build a model town and draw a map. Describe position of buildings. - Extend ABAB repeating patterns in provision both inside and outside.	- Recite numbers to 10 and beyond. Recite backwards from 10. - Order numbers to 5 and discuss their position. - Represent number. - Sing 5 green bottles and draw a representation crossing one out each time. - Find one more to 5. - Find the total in 2 groups by counting. - Sphere and cube. Describe with formal and informal language. Investigate their properties in provision. - Comparison of heights of flowers. - Ongoing opportunities to build and create using shapes in provision and describe what shapes they have used. - Spot errors in repeating patterns using shapes, numbers, pictures and colours.	- Recite numbers to 10 and beyond. Recite backwards from 10. - Solve simple problems by counting total in 2 groups. Record their results. - Solve number problems within 5 explaining their thinking and recording their results. (Draw 3 ducks by the pond, 2 ducks in the pond, 5 ducks altogether). - Practically combine 2 triangles to make a square - Sequence 4 familiar events from daily routine.
RE		Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise Birthday - Looking forward to Jesus' birthday	Branch 3 From Galilee to Jerusalem	Branch 4 From Desert to Garden	Branch 5 To the ends of the earth	Branch 6 Dialogue and Encounter

UNDERSTANDING THE WORLD	Science	- Using our senses to explore the school environment – indoor and outdoor. Talk about what they see, hear, feel, etc. - Exploring natural materials / changes in materials	- Comparing materials - Pushes and pulls – talk about the different forces they can feel - Explore how things work - Change in seasons – autumn è winter. Discussions about weather, temperature.	- Planting and growing seeds/beans – caring for growing plants - Recognise structure and parts of a plant - Construct boats – floating and sinking - Baking – changes in state/matter – talk about differences in materials and changes they notice	- Plant life cycles – understanding the key features - Grow plants. - Observe plant life cycle and growth. - Read stories about growing and changing. - Going on a journey/route - Forces – talk about the different forces they can feel - Caring for our world - Change in seasons – winter & spring. Discussions about weather, temperature.	- Butterfly life cycles – understanding the key features. Observe caterpillar to butterfly, life cycle. Read stories about growing and changing. - Investigation of outside areas and finding of animals. - Sorting/classifying minibeasts.	- Sea creatures - Floating and sinking - Change in seasons – spring è summer. Discussions about weather, temperature.
	History	- Sequencing of a school day - Life history – parents, grandparents – making sense of they own life story - Sequencing events from own life story. Talk about how they have changed in their life. - Look at photos of our family and talk about who is in them. - Look at themselves, create portraits, look at things that are the same and things that are different about themselves and their friends. - Talk about things they have done and focus on these things being on the past.	- Look at pictures and physical toys - list the toys we like playing with. - Look at toys they played with as a baby and how they have changed. - Christmas story – then and now	Identify how settings, characters, objects from stories are similar/different to today	Compare old and new modes of transport		- Old forms of water transport - Learn about holidays in the past and compare with present - Discover message in a bottle/explore old maps (link to Geography)
	Geography	- Investigation and familiarisation with EY and school environment – indoor and outdoor. Talk about what they see, using modeled vocabulary. - Introduction to school life and culture.		- Explore a range of traditional stories, including those from different cultures, developing a positive attitude about the differences between people - Maps of the Gingerbread Man's journey (fictional and around the school)	- Journeys around the school / local area / train station - Explore different countries in the world - Holidays to different countries – exploring different countries and talk about the similarities/differences - Talk about places we like to go. - Use a map to highlight different places. - Make own passports.	Talk about different countries around the world – compare images	- Collect information about where children have been or might go on holiday too. - Talk about how we get to these different places. Looking at different transport methods. - Talk about if these places are near or far away. Look at a different place around the world a week. - Pack clothes for different countries - hot, cold, skiing, swimming - Ongoing role play of packing and travelling
	Computing	<i>Computing is not explicitly included within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five. Children in the Early Years have access to a range of devices and remote-controlled toys and resources so that they can explore simple technologies independently and use them in their learning and play. We provide many opportunities for our pupils to use technology to solve problems and produce creative outcomes in their topic work, to enable the following outcomes:</i> COMPUTER SCIENCE – To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. To play with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. To show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. INFORMATION TECHNOLOGY – To know how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. DIGITAL LITERACY – STAYING SAFE: To begin to talk about what they would do if they saw something online that makes them sad, scared or worried. To know that information can be retrieved from digital devices and the internet					

EXPRESSIVE ARTS AND DESIGN	Art	- Exploring materials - Colour mixing - Exploring closed shape - Introduce painting using premixed paint. - Draw picture of themselves. - Introduce playdough and tools. - Making self portraits using a variety of tools/ materials e.g. painting, paper plates, drawing	- Joining materials/textures - Ongoing malleable provision. - Ongoing paint opportunities in provision. - Use coloured paint and collage materials to make a Christmas picture. - Make Christmas cards and calendars. - Expressing own ideas. - Joining materials, textures, express own ideas	- Use lines to enclose a space to draw a person or animal. - Make a mask of story character - Create puppets of story characters - Ongoing paint and malleable provision.	- Marbling and printing - Making tracks for trains - Drawing myself and adding features. - Create representations of landscapes adding texture. - Drawing maps. - Mother's Day and Easter cards - Mix paint. - Mix 2 colours to make a new colour and use in painting a house using shapes and characters from taught stories. - Ongoing playdough provision with tools and cutters.	- Collage - Printing - String painting - Make spider's webs – selecting and joining using tools - Pastel drawings of mini-beasts – observational drawings of giant model mini-beasts - Make mini-beasts out of clay/other malleable materials	- Draw outlines - Collage - Wax painting of ocean scene - Exploring different medium - Ongoing paint, junk modelling and malleable opportunities. - Father's Day cards. - Paint an Islamic Prayer Mat, with pattern. (link with RE)
	Design Technology	- Exploring materials - Introduce junk modelling resources. How to join 2 boxes. - Introduce playdough and tools. - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	- Joining materials/textures - Use a variety of resources, construction kits and recyclable materials to build models linked to Toys. - Ongoing malleable provision. - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	- Build a home for story character using construction and junk modelling materials. - Make a mask of story character - Create puppets of story characters - Ongoing malleable provision. - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	- Making tracks for trains - Create representations of landscapes adding texture. - Describe the texture of their model. Ongoing junk modelling opportunities to join materials with tape and glue and produce a vehicle. - Ongoing playdough provision with tools and cutters. - Junk modelling vehicles - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	- Make your own mini-beast garden – collect natural materials and use box or small tray for each child - Make mini-beasts out of clay/other malleable materials - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	- Exploring different medium - Ongoing paint, junk modelling and malleable opportunities. - On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.
	Music / Performing Arts	- Introduce musical instruments into provision. - Learn Nursery Rhymes and action songs. - Ongoing provision for role play, linked to homes, family life and traditions. - Babies in the water tray to act out bath time.	- Learn and perform Nursery Rhymes. - Ongoing musical provision with opportunity to play music on CD player and move to rhythms. - Ongoing opportunities in provision to explore musical instruments. - Learn and perform Christmas songs. - Ongoing provision for small world to build own stories based on traditional tales	- Listen to music in provision and respond with movement and percussion instruments. - Play musical instruments in small groups to familiar songs. - Ongoing role play opportunities in provision. (Topic themed role play area etc.) - Ongoing small world provision with opportunities to build houses, roads, farms, etc.	- Learn and sing songs about journeys. - Ongoing musical provision to encourage listening to different types of music and moving appropriately. - Ongoing small world/construction provision with opportunities to build a model town. - Ongoing role play with opportunities to role play different jobs related to journeys/transport.	- Listen to music from around the world and describe it. - In small groups sing the pitch and make up silly songs. - Matching pitch sung by another person. - Ongoing construction opportunities to build with a purpose.	- Play instruments in small groups with increasing control. - Listen and comment on music heard in provision or at carpet time. - Sing melody – up and down, high and low. - Watch short dance performances. - Ongoing small world provision with opportunity to act out known stories.
PSSED	PSHE	Ongoing opportunities for managing own needs: toileting, hand-washing SELF REGULATION: - Children share photos of their family and talk about the people in it. - Children look in mirror and compare hair, eyes etc. - Walks around school to develop sense of belonging. MANAGING SELF: - Establish classroom rules and routines and the consequences of making wrong choices. BUILDING RELATIONSHIPS: - Group discussions of what is my favourite colour, TV programme, food etc.	Ongoing opportunities for managing own needs: toileting, hand-washing, feelings, resolving conflict, food/drink SELF REGULATION: - Look at children showing different emotions and discuss how they feel and why they might feel like this. - Work together to learn Christmas songs as part of the school community. MANAGING SELF: - Continued ongoing support when children have to wait for something or can't have what they want. Praise for controlling their emotions. BUILDING RELATIONSHIPS: - Discuss how we would feel in different situations and how we want others to treat us.	Ongoing opportunities for managing own needs: toileting, hand-washing, brushing teeth, healthy food SELF REGULATION: - Discuss what I am good at/ enjoy doing and things I don't enjoy doing. - How can I get better at these things? Help children set a simple goal. MANAGING SELF: - Small group discussions of what to do in different scenarios where children fall out or want the same thing. BUILDING RELATIONSHIPS: - Ongoing support for children in play, modelling kind and friendly behaviour and asking children to think how their actions make another child feel. - Playing with more than one child	SELF REGULATION: - Modelling of persistence and resilience by adults. Discussion of our goals. Have we got there? - Should we just give up? - Talking about emotions. MANAGING SELF: - Explore the importance of rules through stories and role play. BUILDING RELATIONSHIPS: - Children help puppets who have had a disagreement to sort it out not hurt each other. Lots of different scenarios based on children's experiences in nursery. - Extending friendship groups	SELF REGULATION: - Continued modelling of and praise for bouncing back and persisting. - Teamwork challenges and games. - Find solutions to conflict, MANAGING SELF: - Ongoing opportunities to answer questions during group time or whole class teaching. BUILDING RELATIONSHIPS: - Group discussions on what makes a good friend. - Stories about friendship and how to be a good friend/find solutions to conflict, role play - Develop confidence with new people	Ongoing opportunities for managing own needs: healthy eating, teeth cleaning, exercise, rest, keeping safe outside SELF REGULATION: - Preparing for reception. What will change? New classroom, teacher, place to eat lunch, cloakroom. What will still be the same? My friends, uniform, lunchbox. Discuss feelings and answer worries. MANAGING SELF: - Managing change. Preparing for reception. Transition activities to build confidence. BUILDING RELATIONSHIPS: - Role play in small groups how to sort out disagreements. Ongoing support in play to share and take turns.

PHYSICAL DEVELOPMENT	Physical Education	- Throughout year children staying for lunch are encouraged to be independent and make healthy choices. - On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint and make marks. - Enhancements to encourage running, rolling, shuffling, and slithering and large muscle movements. - Parachute games. - On-going scrambling activities. - Using older toys outside e.g. hoops, spinning tops FINE MOTOR SKILLS: - On-going provision with opportunities to make marks with pencils. - Demonstration of tripod grip and support with holding a pencil. - On-going reminders of how to put your coat/hat/boots/gloves on. - On-going finger gym provision with opportunities to use one handed tools and equipment. - Dough Disco Key Worker sessions. - Using toys including spinning tops, threading beads.	- On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint and make marks. - Enhancements to encourage movements to music and creation of sequences and patterns of movement. - Parachute games - On-going scrambling activities. - Using large construction to build story settings e.g. 3 pigs houses. - Running games like What Time is it Mr. Wolf? FINE MOTOR SKILLS: - On-going provision with opportunities to make marks with pencils. - On-going demonstration of tripod grip and support with holding a pencil. - On-going reminders of how to put your coat/hat/boots/gloves on. - On-going finger gym provision with opportunities to use one handed tools and equipment. - Dough Disco Key Worker sessions.	- On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands, brushing teeth GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint, make marks and kick balls. - On-going scrambling activities. Enhancements to encourage group building activities e.g. building homes/habitats/settings for known story characters. - Exploring ways of moving like different story characters/creatures – stomping, slithering, crawling, jumping etc. FINE MOTOR SKILLS: - On-going support to hold a pencil correctly - Name writing practice. - Encouragement to write own name on independent work. - On-going support with putting personal belongings on when going outside. - On-going finger gym provision with opportunities to use one handed tools and equipment. - Dough Disco Key Worker sessions. - Drawing favourite animals	- Road safety role-play (Lollipop People) - On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands, brushing teeth GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint, make marks and kick balls. - Enhancements to encourage building and using obstacle courses - On-going scrambling activities. - Building different transport types as a group e.g. buses/ boats. - Building vehicles and learning how to safely use. FINE MOTOR SKILLS: - On-going support to hold a pencil - Name writing practice. - Encouragement to write own name on independent work. - On-going support with putting personal belongings on when going outside. - On-going finger gym provision with opportunities to use one handed tools and equipment. - Dough Disco Key Worker sessions.	- On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands, brushing teeth GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint and make marks. - Ball games. Skipping games. - On-going scrambling activities. FINE MOTOR SKILLS: - On-going support to hold a pencil correctly - Encouragement to independently write own name on work. - On-going finger gym provision with opportunities to use one handed tools and equipment with increasing control. - Drawing maps	- On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands, brushing teeth - Safely using gardening equipment. GROSS MOTOR SKILLS: - On-going access to the outdoor area and large and small equipment with opportunities to move, balance, climb, build, paint and make marks. - Ball games. Skipping games. - On going scrambling activities. FINE MOTOR SKILLS: - On-going support to hold a pencil correctly - Encouragement to independently write own name on work. - On-going finger gym provision with opportunities to use one handed tools and equipment with increasing control.
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