

Nursery

Curriculum Map

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| RE - see <i>Come and See Overview for specific dates</i> | Domestic Church: Myself Baptism/Confirmation: welcome Advent/Christmas: Birthday Judaism Week: Sukkot | | Local Church: Celebrating Eucharist: gathering Lent/Easter: Growing | | Pentecost: Good News Reconciliation/Anointing of the sick: Friends Universal Church: Our World Islam Week: Prayer mats | |
| RSE - see <i>life to the full overview #pathway 3</i> | Module 1: x 8 sessions I am me Head shoulders knees and toes Ready Teddy? I like You like we all like Good feelings, Bad feelings Let's get Real Growing up | | Module 3: x 3 sessions Revisit sessions Loving God, Loving others Me, You, Us | | Module 2: x 8 sessions Role Model Who's Who? You've Got a friend in me Forever Friends Safe inside and out My body my rules Feeling Poorly People Who Help us | |
| Phonics | Phase 1 • Develop their phonological awareness, so that they can count or clap syllables in a word | Phase 1 • Develop their phonological awareness, so that they can count or clap syllables in a word | Phase 1 Phase 2 - s,a, • Develop their phonological awareness, so that they can spot and suggest rhymes | Phase 1 Phase 2 -t, p i, • Develop their phonological awareness, so that they can spot and suggest rhymes | Phase 1 Phase 2 -n,m,d,g • Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother | Phase 1 Phase 2 - ,o,c,k,e • Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother |
| English Communication and Language | Text(s): Avocado Baby 5 Minutes Peace We are all different Start a conversation with an adult or a friend • Use longer sentences of four to six words | Text(s): Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words | Text(s): • Pay attention to more than one thing at a time, which can be difficult. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". | Text(s): • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Know many rhymes, be able to talk about familiar books , • Develop their communication, but may continue to have problems with irregular | Text(s): • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • 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 | Text(s): To be able to tell a long story. |

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| <ul style="list-style-type: none"> • Use a wider range of vocabulary | | <p>such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Start a conversation with an adult or a friend and continue it for many turns. | <p>tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> | <p>actions.</p> | |
| <p>Literacy</p> | <p>Understand the five key concepts about print: - print has meaning</p> | <p>Understand the five key concepts about print: - print can have different purposes</p> | <p>Understand the five key concepts about print: - we read English text from left to right</p> <p>Write some or all of their name</p> | <p>Understand the five key concepts about print: - we read English from from top to bottom</p> <ul style="list-style-type: none"> • 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; | <p>Understand the five key concepts about print: - page sequencing</p> <ul style="list-style-type: none"> • Write some letters accurately | <p>Understand the five key concepts about print: - the names of the different parts of a book</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. |
| <p>Reading</p> | <p>Daily Story Time</p> | <p>Daily Story Time Weekly book library</p> | <p>Daily Story Time Weekly book library</p> | <p>Daily Story Time Weekly book library</p> | <p>Daily Story Time Weekly book library Individual CVC games if applicable</p> | <p>Daily Story Time Weekly Individual CVC games if applicable book library</p> |
| <p>Drama / S&L</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. <i>(Introduction to the role play corner)</i></p> | <p>Now Press Play</p> | <p>Now Press Play</p> | <p>Now Press Play</p> | <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | <p>Now Press Play</p> |
| <p>Maths</p> | <ul style="list-style-type: none"> • Recite numbers past 5. <p>Make comparisons between objects relating to size, (Daily number songs, counting reciting numbers as we go around a circle, Comparing objects by size in the areas of provision, children to sort into size order)</p> | <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Talk about and explore 2D shapes, for example, circles, rectangles, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Make comparisons between objects relating to, length</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism | <ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Show 'finger numbers' up to 5. <p><i>Uses positional languagee themselves</i></p> <ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle, etc | <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Discuss routes and locations, using words like 'in front of' and 'behind'. • Notice and correct an error in a repeating pattern. • Make comparisons between objects relating to weight | <p>Experiment with their own symbols and marks as well as numerals.</p> <ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5. • Talk about and explore 3D shapes (e.g. cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describe a familiar route. | <ul style="list-style-type: none"> • Make comparisons between objects relating to capacity. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Compare quantities using language: 'more than', 'fewer than'. |

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| <p>Science</p> | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. <p>(Senses week - one sense a day, exploration e.g. foot feely walk, smelly sorting pots, sound walk, taste testing)</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. <p>(Learning to use our classroom both inside and outside in a respectful way.)</p> <p>Introduction to Woodland Adventures - key rules to look after the area and what lives there)</p> | <ul style="list-style-type: none"> • Explore how things work • Explore and talk about different forces they can feel. | <ul style="list-style-type: none"> • <i>Explore collections of materials with similar and/or different properties.</i> • <i>Talk about the differences between materials and changes they notice.</i> | <ul style="list-style-type: none"> • Show interest in different occupations • Continue developing positive attitudes about the differences between people. | <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. | <p>Understand the key features of the life cycle of a plant and an animal</p> |
| <p>History</p> | <ul style="list-style-type: none"> • Begin to make sense of their own life-story <p>(Bringing in a photo of themselves as a baby - how have they changed?)</p> | | | <p>Begin to make sense of their family's history.</p> | | |
| <p>Art</p> | <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>(Portrait of their family - assessment piece - copy in file)</p> <p>Explore colour</p> <p>(using the painting easel - using primary colours - mixing these colours together)</p> | <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas • Draw with increasing complexity and detail, such as representing a face with a circle and including details. | <p>explore different textures.</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing. • Respond to what they have heard, expressing their thoughts and feelings | <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. | <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. <p>1</p> | <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. |

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| <p>Geography</p> | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. <p>(Senses week - one sense a day, exploration e.g. foot feely walk, smelly sorting pots, sound walk, taste testing)</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. <p>(Learning to use our classroom both inside and outside in a respectful way.)</p> <p>Introduction to Woodland Adventures - key rules to look after the area and what lives there)</p> | | <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park | | | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> |
| <p>DT</p> | | <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas | | | <ul style="list-style-type: none"> • Join different materials | |
| <p>Computing</p> | | | | | | |
| <p>PE/ Physical Development</p> | <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. <p>(Children to be introduced to the climbing tower outside)</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand. <p>(child and adult directed activities, pencil, pens, tweezers, pouring, etc)</p> | <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> | <ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> | <ul style="list-style-type: none"> • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. |
| <p>Music</p> | <p>Remember and sing</p> | <ul style="list-style-type: none"> • Listen with increased attention to sounds | <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings | <ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and | <ul style="list-style-type: none"> • Sing the pitch of a tone sung by | <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and |

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| | Daily Rhyme time bag, Thursday singing and dancing sessions. | Remember and sing entire songs. | | up) of familiar songs. Spring 2 | another person ('pitch match'). Summer | ideas summer 2 |
| | | | | Coding | | |
| Year A | <u>Ourselves</u> Settling In Faces Babies Our Family Senses x2 wks | <u>Celebrations</u> Diwali Bonfire night Remembrance day Halloween Birthdays Advent Christmas | <u>Winter 3wks</u> <u>Traditional Tales</u> <u>3wks</u> 1 - settling in winter snowman names Wk 2 - winter (number 1) wintery 1 - decorate number 1 Wk 3 winter (letter s) - snowman week Wk 4 - The elves and the shoe maker (number 2) Wk 5 - little red riding hood letter (letter a) Wk 6 - jack and | <u>Transport</u> Trains Spaceship Cars Bus Hot air balloon / bicycle Wk 1 - (letter t) Wk 2 - (number 4) Wk 3 - (letter i) Wk 4 - number 5 Wk 5 (letter p) | <u>Under the sea</u> Wk 1 - Rainbow fish - Wk2 -Starfish, s (twinkle story starry eyed Stan) turtle Week 5 - no - | <u>Minibeasts</u> Ant Spider Caterpillar Butterfly Worm Bee Beetle |

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| | | | the beanstalk (number 3) beanstalk | | | |
| Year B | <u>Ourselves</u> Settling In Senses Facial features Names | <u>Celebrations</u> Diwali Bonfire night Remembrance day Halloween Advent Christmas | <u>Winter 3wks Traditional Tales 3wks</u> Chicken licken The princess and the pea Enormous turnip The Emperors new clothes | <u>People Who Help Us</u> Wk 1 - (letter t) Wk 2 - (number 4) Wk 3 - (letter i) Wk 4 - number 5 Wk 5 (letter p) | <u>Dinosaurs</u> | <u>Jungle</u> Tiger Snake Monkey Elephant Parrot Crocodile/alligato r (Scary Alan) Lion zebra |