



Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<p>Who Am I?</p>  <p>Oh Dear! A lift-the-flap book Rod Campbell</p>  <p>Dear Zoo Rod Campbell</p>  <p>Hairy Maclary from Molesley Gordon Silver</p>	<p>Sensory Explorers</p>  <p>Gift to Amma Sarah Crossan</p>  <p>What Makes Me HAPPY? Catherine Johnson</p>  <p>We're Going on a Bear Hunt Michael Rosen Helen Oxenbury</p>	<p>Tell Me a Tale</p>  <p>Pete Cat and His four Groovy Buttons Liz Pichon</p>  <p>Three Billy Goats Gruff Emma Carroll</p>  <p>THE GINGERBREAD MAN Chris Riddell</p>	<p>Sharing and Caring</p>  <p>THE Smartest GIANT in Town Julia Donaldson Axel Scheffler</p>  <p>Rebecca Cobb Hello, friend!</p>  <p>MR BIG ed vete David Almond</p>	<p>Healthy Me</p>  <p>The RABBIT, THE DARK and the Biscuit Tin Nicola Oldham</p>  <p>a touch-and-feel book Goodnight Buster! Rod Campbell</p>  <p>KITCHEN DISCO Clare Foges & Al Murphy</p>	<p>Ready, Steady, Grow!</p>  <p>THE VERY HUNGRY CATERPILLAR by Eric Carle</p>  <p>TEN SEEDS RUTH BROWN</p>  <p>WE'RE GOING ON A LION HUNT David Almond</p>
Events, Experiences and Celebrations	<p>Autumn Anti-bullying week</p>	<p>Sensory exploration of everything from thick, oozy mud to spices! Winter Stay and Play Christmas Party</p>	<p>Rhythm Sticks Online Safety Week Children's Mental Health Week</p>	<p>Junk Modelling Visits from people in caring professions Spring Stay and Play World Book Day Mother's day Easter</p>	<p>Pyjama Day Fruit and Vegetable Tasting Sports Day Eid Wesak</p>	<p>Life cycles – class butterflies Farm Visit Planting and growing End of Year Celebration</p>

<p>Books</p>	<p>Oh Dear Dear Zoo Dogs Hairy Maclary Blue Chameleon</p> <p>Maths Linked books: Mouse Paint Mixed Simon Sock</p>	<p>Maisy Mouse Goes to Nursery A Gift for Amma We're Going on a Bear Hunt The Jar of Happiness When Sadness Comes to Call Crash Bang Wallop Ruby's Worry Barbara Throws a Wobbler</p> <p>Maths linked books: How to Count to One</p>	<p>Three Little Pigs Three Billy Goats Gruff The Gingerbread Man</p> <p>Maths linked books: - The Three Little Pigs -Pete the Cat and his Four Groovy Buttons Circle Triangle Square</p>	<p>Hello Friend! The Rainbow Fish The Smartest Giant in Town Mr Big Room on the Broom Not a Box Superworm</p> <p>Maths linked books: Six Dinner Sid Goldilocks and the Three Bears Jack and the Beanstalk</p>	<p>The Rabbit the dark and the biscuit tin Kitchen Disco I am bat Goodnight Buster The Same But Different Too</p> <p>Maths linked books: Colin and Lee Carrot and Pea The Perfect Fit One More Try</p>	<p>The Very Hungry Caterpillar Monkey Puzzle Where's Spot We're Going on a Lion Hunt</p> <p>Maths Linked books: Hungry Caterpillar (sequencing) Mr Snail's Counting Trails</p>
<p>Literacy</p>	<p>Consistent good practise used to support learning through the year</p> <p>Daily opportunities to learn to listen in a small group Use of silent signals to promote a communication friendly learning environment Visual listening expectations (good sitting and looking) Song of the week every week in maths Pre-teaching and overlearning of word level vocabulary using makaton and visuals Use of Colourful semantics to build up phrase level language Use of story mapping to promote oral retelling of stories and understanding of story structures Use of Tales Toolkit to promote understanding of the story structures</p>					
<p>Objectives To know 5 songs or rhymes</p> <p>To look in the direction of someone speaking to them (C&L)</p> <p>To be able to talk about familiar books, and answer simple questions about the story with the image to prompt. (who is it/what is it?) (C&L)</p> <p>To begin to demonstrate understanding of the five key concepts about print: Eg holding a book the right way</p>	<p>Objectives Engage in extended conversations about stories, learning new vocabulary and answering variety of who/what doing/where questions (Lit)</p> <p>Relaying more than one story event (Lit)</p> <p>Using some of the story language verbatim (Lit)</p> <p>To make large circles and lines in their mark making (Lit PD and EAD)</p> <p>Develop phonological awareness by clapping syllables (Lit and EAD)</p>	<p>Objectives Retell a long story. (Lit)</p> <p>Develop phonological awareness by spotting and suggesting rhymes and recognising words with the same initial sound, such as money and mother. (Lit)</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. (Lit)</p> <p>Write some or all of their name. (Lit)</p>				

	<p>up, turning the pages in order, starting at the beginning (L)</p> <p>To explore making marks with a variety of media (Lit and EAD)</p> <p>Provision-Board books in reading area- Chalk, wax crayons and poster paints, rollers and scrapers- Scarf dancing/ribbon sticks active group time</p>		<p>Provision-</p> <p>Focus texts replace board books in the reading area- Focus texts with repeated refrains- Focus on line/circle drawing including examples and replacing poster paints with fine paints and brushes- Syllable clapping every morning greeting- Rhythm Sticks active group time</p>		<p>Write some letters accurately. (Lit)</p> <p>Provision-</p> <p>Focus on sequencing stories using story maps- Chosen texts with rhyme/alliteration qualities- Stretching/bouncing initial sounds of names every morning greeting- Daily Speech and Language Therapy phonological awareness activities- Commence Read Write Inc phonics using nursery handbook- active group time dough disco- Name writing in key areas of provision</p>	
<p>Mathematics</p>	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Colours -Matching -Sorting 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Subitizing and Counting 1 and 2 -Pattern 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Subitizing, Counting and Composition of 3, 4, 5 -Shapes with 3, 4 and 5 sides 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Subitizing, Counting and Composition of 6 -Length, height, mass and Capacity 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Sequencing -Positional Language -More Than/Fewer -2D Shape -3D Shape 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> -Number composition -What comes after? -What comes before? -Mastery of numbers to 5
<p>Science</p>	<p>Scientific Skills/ Knowledge</p> <p>Sensory Exploration</p> <p>Use all of their senses in hands-on exploration of natural materials. (UTW)</p> <p>Use pairs of words to describe what they see, taste, smell and feel eg shiny stone, crunchy leaf, smelly cheese (UTW)</p> <p>Materials</p> <p>Explore collections of materials with similar and/or different properties. (UTW)</p> <p>Sorting and Categorising</p> <p>To demonstrate an understanding of the concept of sorting by grouping things according to colour/shape/pattern/size or spotting the "odd one out" (Maths)</p>		<p>Scientific Skills/ Knowledge</p> <p>Close Observation and Comparison</p> <p>Talk about the differences between materials, objects, living things and familiar people</p> <p>To notice changes</p> <p>Caring for the Environment</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Forces</p> <p>Explore how things work and different forces. UTW</p> <p>Provision</p>		<p>Scientific Skills/ Knowledge</p> <p>Living Things- Growth and Change</p> <p>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.</p> <p>Begin to make sense of their own life-story and family make up eg who is the oldest.</p> <p>Hypothesising and Testing</p> <p>Use what they have noticed about how things work to achieve an end eg noticing that the cars need a steeper ramp to roll down without help</p> <p>Provision</p> <p>Free-flow access to the outdoor space where children are actively encouraged to look for signs of seasonal change and growth, opportunities to grow seeds, class caterpillars to observe, group times comparing photos of us as babies and us now</p>	

	<p>Provision</p> <p>Free-flow access to the outdoor space where children are actively encouraged to handle the natural materials, variety of materials available in the role play area and making area,, daily maths focussed on the skills of sorting and categorising, including natural materials, group times exploring sensory experiences eg handling mud and snow from Bear Hunt and smelling the spices from A Gift for Amma</p>	<p>Free-flow access to the outdoor space where children are actively encouraged to look for signs of seasonal change, and to look closely at natural objects to compare them, group times comparing our own similarities and differences, visits from caring people (nurses, vets etc) to find out about how to care for living things and the environment, opportunities in the environment to explore how things work and different forces eg marble run, ramps, constructions materials with wheels, water channels</p>	<p>Focus texts around growth and change</p>
<p>Geography</p>	<p>Objectives</p> <p>Exploring their immediate environment-</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Use words related to what they can see/ what they are doing eg naming the toy they are playing with and/or the action they are doing</p> <p>Provision</p> <p>Free-flow access to the outdoor space where children are actively encouraged to handle the natural materials</p> <p>Focus text Maisy Goes to Nursery to support talking about the nursery environment</p>	<p>Objectives</p> <p>Exploring the concept of comparison on a wider scale not just grouping and categorising but beginning to compare based upon features (in preparation for comparing different places)</p> <p>Talk about the differences between materials, objects, living things and familiar people</p> <p>Provision</p> <p>Free-flow access to the outdoor space where children are actively encouraged to look closely at natural objects to compare them, group times comparing our own similarities and differences.</p> <p>Tales Toolkit introduction to the idea of a "setting" and how a story might differ in a different setting</p>	<p>Objectives</p> <p>Using language of position and direction</p> <p>Understand position through words alone -for example, "The bag is under the table," -with no pointing.</p> <p>Describe a familiar route eg the things they pass on the way to nursery or looking at the local landmarks photos and saying "I see that going to my house"</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Thinking beyond their immediate environment</p> <p>Know that there are different countries in the world and talk about the differences</p> <p>Provision</p> <p>Focus text Where's Spot? used alongside colourful semantics to learn positional language</p> <p>Focus texts comparing what the characters in Bear Hunt see on their route to what the children in Lion Hunt see</p>
<p>History</p>	<p>Objectives</p> <p>Focus on themselves in the here and now-</p> <p>To demonstrate understanding of the word "now" by responding to a single word instruction eg "now... sitting"</p>	<p>Objectives</p> <p>Focus on their immediate future-</p> <p>To demonstrate an understanding of the word "next" by anticipating and waiting for something</p>	<p>Objectives</p> <p>Focus on their personal past and sequencing more than two familiar (but not necessarily personal) events in time order-</p>

	<p>To know their own name and distinguish their own photograph from others', to know how old they are and say what they like/don't like</p> <p>Provision Objects of reference timeline used throughout the day all day every day to share what is happening "now" Photo check in and talk time saying their age Communication board to say whether they like/don't like the fruit of the day</p>	<p>Provision Objects of reference timeline used throughout the day all day every day- increased focus on the focus language what is next Learning lots of familiar stories using story maps to help us anticipate what comes "next"</p>	<p>Begin to make sense of their own life-story and family make up eg who is the oldest.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Provision Looking at photos of their younger selves and discussing how they have grown and changed Ordering familiar stories, nursery rhymes and life cycles</p>
<p>Art</p>	<p>Artistic Objectives- Exploration Mark-Making Use large-muscle movements to wave flags and streamers, paint and make marks. PD</p> <p>Make marks with different mark making materials EAD</p> <p>Explore colour and colour mixing. EAD</p> <p>Collage Join different materials and explore different textures. EAD</p> <p>Provision- Paper covered table, primary coloured poster Paints with rollers, scrapers and large brushes Joining Methods (glue, blu-tac, threading), collage materials with different textures</p>	<p>Artistic Objectives- Representation Mark-Making Copy lines and circles EAD</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. EAD</p> <p>Use drawing to represent ideas like movement or loud noises EAD</p> <p>Using tools 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. PD</p> <p>Explore different materials freely, to develop their ideas and apply meaning to something after they have made it eg sticking things together then saying "it's a robot" EAD</p> <p>Provision- Example Circle/Line Images and demonstrations of how to produce them, pencils, individual pieces of small paper, Watercolour paint palettes, fine paint brushes Variety of commercial building kits, including those with moving parts, Playdough/ outdoor tools Introducing Scissors and hole punches</p>	<p>Artistic Objectives- Intention and Adaptation Mark-Making Draw with increasing complexity and detail, such as representing a face with a circle and including details EAD</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc EAD</p> <p>3D Sculpture Develop their own ideas in advance or during a making process and then decide which materials to use to express them. EAD</p> <p>Provision- Guided drawing/writing, Ideas wall, making challenges I am making a _ _ _ _ planning sheets. Junk modelling</p>

<p style="text-align: center;">DT</p>	<p>Design and Technology objectives</p> <p>Explore collections of materials with similar and/or different properties. UTW</p> <p>Join different materials and explore different textures. EAD</p> <p>Provision- Joining Methods (glue, blu-tac, threading), collage materials with different textures</p>	<p>Design and Technology objectives</p> <p>Talk about the differences between materials, objects, and living things UTW</p> <p>Explore how things work and different forces. UTW</p> <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. PD</p> <p>Explore different materials freely, to develop their ideas and apply meaning to something after they have made it eg sticking things together then saying "it's a robot" EAD</p> <p>Provision- Variety of commercial building kits, including those with moving parts eg wheels, ramps, marble run Playdough/ outdoor tools Introducing Scissors and Junk Modelling.</p>	<p>Design and Technology objectives</p> <p>Use what they have noticed about how things work to achieve an end eg noticing that the cars need a steeper ramp to roll down without help UTW</p> <p>Develop their own ideas in advance or during a making process and then decide which materials to use to express them. EAD</p> <p>Provision- Ideas wall, making challenges I am making a ____ planners. Junk modelling</p>
<p style="text-align: center;">RE</p>	<p style="text-align: center;">Although RE is not a compulsory part of the Early Years Curriculum, the PSHE learning we engage in each term develops our understanding of ourselves and others and how to live happily in a diverse society.</p> <p style="text-align: center;">We also find out about some religious/cultural events and why they are special to many families...</p>		
<p style="text-align: center;">Computing</p>	<p>Cross-Curricular links</p> <p>Expressive Arts and Design</p> <p>Explore different instruments, how to play them and what sounds they make</p> <p>To use props to reenact familiar experiences eg making and serving a meal the children have access to a variety of familiar technology (both real and toy versions) in the role play area</p> <p>The interactive board is used to supplement teaching (playing music, displaying visuals, watching educational videos and using search engines to find out new information)</p>	<p>Cross Curricular Links</p> <p>Physical Development, Literacy and Expressive Arts and Design</p> <p>To make large circles and lines in their mark making and to create closed shapes with continuous lines and begin to use these shapes to represent objects. the children will begin to use a simple paint programme on the interactive whiteboard</p> <p>Maths</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3 the children will have opportunities to play simple maths "click the answer" games on the board</p>	<p>Cross Curricular Links</p> <p>Maths</p> <p>To describe a familiar route we will access Google Maps to look at some local landmarks</p> <p>Understanding the World To know that there are different countries in the world and talk about the differences we will again look on Google Maps at some different places around the world and how they differ from our locality</p> <p>Maths</p> <p>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' the children will have opportunities to play simple "drag and drop" sequencing games on the board</p>

<p style="text-align: center;">PSHE</p>	<p>Focus Rules/Learning Team Stop, Good sitting, looking, listening, Put things away, Walk inside/Run, Jump, Climb outside, Quiet voices inside, Wash hands and sit on a chair to eat and drink, Kind bodies (no hitting, pushing, kicking, biting etc), Take turns, We aim to be calm and happy in nursery, NSPCC Underpants rules,</p> <p>Objectives Personal Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>To know their own name and distinguish their own photograph from others', to know how old they are and say what they like/don't like</p> <p>Social Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Emotional Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Focus Rules/Learning- As Autumn term plus... We take turns to speak, (hands up/turn to your partner) Team tidying for a group reward, Put rubbish in the bin, Think about other people's feelings, Say and do things that make people happy not sad, Sharing and Giving,, Helping others, Keep trying when things are tricky, We are all different, Safe scissor use</p> <p>Objectives Personal To describe some of their own physical features eg hair and skin colour</p> <p>Remember rules without needing an adult to remind them</p> <p>Social Develop their sense of responsibility and membership of a community</p> <p>Show more confidence in new social situations.</p> <p>Emotional Understand gradually how others might be feeling</p> <p>To demonstrate some persistence when they cannot immediately do something</p>	<p>Focus Rules/Learning- As Autumn and Spring term plus... Healthy eating/drinking, exercise, sleep, tooth care Resolving conflict kindly</p> <p>Objectives Personal</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p>
--	---	---	---

<p>Music</p>	<p>Objectives Listen with increased attention to sounds.</p> <p>Explore different instruments, how to play them and what sounds they make</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) to familiar songs.</p> <p>Remember most of the lyrics to some songs.</p> <p>Provision Scarf dancing and Ribbon Dancing active group times Song of the week in maths and other occasion songs Pass the Instrument check in</p>	<p>Objectives Begin to control the use of instruments eg to play a rhythm, to change the volume</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Remember and sing entire songs.</p> <p>Provision Rhythm Sticks active group time Song of the week in maths and other occasion songs</p>	<p>Objectives Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Provision Daily Dancing/ dough disco active group time Voting for favourite songs to sing/dance/play percussion to Phonological awareness sessions improvising on known songs</p>
<p>PD</p>	<p>Objectives To ride a 3 wheel scooter or a trike without pedals with coordination</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To copy the movements of a demonstrating adult or peer</p> <p>To take part in a variety of group activities</p> <p>Provision 3 wheel scooters and trikes without pedals outside Free flow inside and outside including the climbing area Scarf and ribbon dancing, gross motor mark making opportunities, group games eg what time is it mr wolf?</p>	<p>Objectives To pedal a trike and ride a 2 wheel scooter with balance and coordination</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.</p> <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> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>To make large circles and lines in their mark making</p> <p>Provision Pedal trikes and 2 wheel scooters outside, large construction materials to climb on outside, tools inside and outside including scissors, child led games, rhythm sticks, guided drawing using lines and circles</p>	<p>Objectives To move themselves on a balance bike and lift their feet for short periods</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Write some letters accurately.</p> <p>Provision Balance bikes, daily dance routines, party games eg simon says, musicL statues, PE sessions with Stockport Shapes Alliance, Sports Day practise, dough disco, daily letter formation practise incorporated into Read Write Inc phonics</p>