

Nursery Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Why do you love me so much?	What glitters and glows?	Can you tell a story?	Who's on the farm?	How do I grow?	What can you find on the beach?
Aspects	Friendships / Families – similarities & differences. People who help us.	Exploring cultures and different religions.	Traditional Tales Materials	Exploring Spring – plants & animals. Mother and baby.	Growing Food, hygiene and movement.	Different types of transport. Investigate places. Climate change
NC Links	History Geography	Art and Design RE Music	Science Literacy	Science Art & Design	Science PE	Geography History
WOW Moments	Teddy Bears picnic at the park – Parents/carers invited Visits from people who help us Getting to know our school environment	Visit the church Carols at the care home Christmas performance Child and parent Christmas crafts	Puppet Show Fairy tale day	Snail Trail by Jo Saxton - Art Show Child and adult Easter crafts Animal visit	Chatsworth Farm Park Growing butterflies	Water Day Food tasting Sports Day
Texts	'Colour Monster' by Anna Llenas 'Elmer' by David McKee	'Confetti' by Dean Atta 'Whatever Next!' by Jill Murphy	'Goldilocks and the Three Bears' 'The Three Little Pigs'	'Farmer Duck' by Martin Waddell 'Rosie's Walk' by Pat Hutchins	'The Best Me!' Written by Marvyn Harrison Kitchen Disco written by Clare	'Car, Car, Truck, Jeep' by Katerina Charman Searching for Treasure by Johannah Bell
This learning overview provides you with an insight into the children's learning experiences throughout their nursery year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through rich, stimulating activities and opportunities to develop greater depth of knowledge and understanding of concepts. This approach, we believe, helps them to become more independent through the characteristics of effective learning: Playing and exploring, Active learning, Creative and thinking critically. In the nursery we link our learning to the interests of the children wherever possible therefore our topic and activities are subject to change.						
Personal, Social & Emotional Development	Developing independence - following nursery routine & rules. Playing alongside others & with one or more children. Can begin to talk about their feelings. PANTS- NSPCC	Celebrating Difference – between our families, homes and ourselves. Develop play experiences with others. Shares with others and has some support to extend play.	Increasingly follows nursery rules. Begin to find solutions to conflicts. Engages in pretend play with others.	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.	Healthy Me. Talks about staying healthy & why healthy foods, hygiene & exercise routines are important. How we can look after ourselves and our environment.	Talk about feelings and emotions of themselves & others. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations.
Communication & Language	Develop social phrases, eg, good morning, please, thank you. Listens in 1-1 and small groups and joins in when conversation interests them.	Sticks to the main topic of conversation, responding appropriately in social situations. Begins to understand 'what', 'where' & 'who' questions to support explanations, thoughts & ideas.	Introduces a storyline in play, drawing on experiences & stories. Listens to stories with focus & begins recall most of what was heard. Speaks audibly when conveying meaning to others.	Uses a range of tenses & more complex sentences to express thoughts, ideas & explanations. Understands 'why' & 'how' questions. Questions why things happen.	Uses language that reflects the breadth of personal experiences. Uses intonation, rhythm & phrasing to convey meaning to others. Begins to talk extensively about things that are important to them.	Understands & follows two & three-part instructions/directions. Pays attention to more than one thing – listen & do for short periods of time. Retell a story in own words.
Physical Development	Self-care routines. Toileting, hand washing & dressing. Snack time. Safe play rules indoors/outdoors. Fine motor skills - Funky Fingers. Scissors skills. Mark making. Gross motor skills – Collaborative playground games. Parachute colour games. Using the outdoor equipment safely. Squiggle Whilst You Wiggle	Self-care routines. Toileting and hand washing routines. Fine motor skills - Funky fingers. Scissor skills. Threading. Begins to use a variety of tools. Manipulating malleable materials, such as dough. Gross motor skills – Moving imaginatively & rhythmically to rhymes & songs. Squiggle Whilst You Wiggle	Self-care routines. Fine motor skills - Show preference for dominant hand. Holds a pencil between thumb and 2 fingers. Draw pictures, lines, circles & developing letter shapes. Gross motor skills – Moving imaginatively, develops spatial awareness & negotiating space to avoid obstacles. Squiggle Whilst You Wiggle	Independence skills – fastening buttons & zips. Fine motor skills - Start to write some recognisable letters from own name. Gross motor skills – Throwing & catching. Spatial awareness & negotiating space, adjusting speed & direction to avoid obstacles. Squiggle Whilst You Wiggle	Independence skills – using a knife & fork. Healthy and Unhealthy food Fine motor skills – Form letters with increasing accuracy & orientation. Uses simple tools to effect changes to materials with increasing control. Gross motor skills – Balancing & shifting weight to improve stability. Moves appropriately across climbing equipment. Squiggle Whilst You Wiggle	Independence skills – Name writing. Fine motor skills – Uses a range of tools, objects, construction and malleable materials with increasing control. Gross motor skills – Team games / Competitive sports. Athletic skills – running, jumping, throwing. Whole school sports day. Squiggle Whilst You Wiggle
Literacy	Reading. Share story books about family & friends. Shows interest in illustrations in books Turns pages one at a time starting from the front cover. Writing. Gives meanings to marks they make. Phonics. Sound discrimination (environmental / instrumental sounds, and body percussion).	Reading. Share story books. Shows interest in illustrations & can recall key words to obtain information. Developing an awareness of rhyme. Begins to recognise own name. Writing. Write the initial letter in their name. Mark making for a purpose in their play. E.g., Writing a list. Phonics. Rhythm & rhyme.	Reading. Share traditional tales. Developing an understanding of story structure, & to tell own stories. Joins in with repeated refrains & anticipates key events. Writing. Write the first few letters in their name. Mark making for a purpose in their role play. Phonics. Rhythm & rhyme.	Reading. Share fiction & non-fictional texts about life cycles. Talks about the characters and main events of a story in some detail. Writing. Writes familiar letters with developing formation & orientation. Phonics. Begin oral blending with support	Reading. Share story books. Predict story endings. Continually develops language related to a text. Writing. Independently writes own name. Writes some letters accurately to convey meaning. Phonics- Oral blending	Reading. Enjoys a range of texts & poems that contain rhyme, humour & repetitive phrases, explaining in detail what they have heard. RE – Stories from around the world. Writing. Use print & letter knowledge in their early writing to convey meaning to others. E.g. writing a postcard or letter. Phonics.- Oral blending

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Mathematics	<ul style="list-style-type: none"> - Ordering personal events. My daily routine. -Explores repeats within pattern. - Explore and build with shapes and objects. 					
Understanding the World	<p>RE - Special People – Friends & families.</p> <p>People & Communities. Memory boxes - talk about who is in their family and what their family looks (understand that each family might look different). Exploring different occupations – people who help us.</p> <p>Technology. Acquiring basic skills in using mechanical & digital toys.</p>	<p>The World. Using all senses to explore the environment / seasons - autumn & winter.</p> <p>People & Communities. Exploring family customs & traditions – Remembrance Day, bonfire night, Diwali, Christmas. Keeping safe.</p> <p>RE – Different Celebrations</p>	<p>Technology. Understand why things happen and how things work. Using a range of digital devices to create sounds & movements.</p> <p>RE – Celebrating New Year at home & other parts of the world. (Chinese & Persian New Year)</p>	<p>The World. Looking for signs of spring. Matching mother & baby. Exploring how we change as we grow up. Exploring how animals change overtime.</p> <p>Technology – Using iPads safely.</p> <p>RE – Easter.</p>	<p>The World. Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p>	<p>People & Communities. Remembers and talks about significant events in their own experience. Similarities & differences in relation to each other's experiences. Exploring modes of transport – land, sea & air</p> <p>The World. Exploring features of different environments.</p> <p>RE - Special places – homes around the world, churches, mosques, synagogues.</p>
Expressive Arts & Design	<p>Exploring colours using paint. Using a range of media, materials & construction resources to create.</p>	<p>Sings whole songs & rhymes. Listens & dances/adds actions to songs. Understanding our world through role play & construction materials.</p>	<p>Drawing using a range of materials on paper, in malleable materials & on screen to represent stories & experiences. Uses a range of materials to create props in play.</p>	<p>Exploring texture using a range of tools & malleable materials. Create collaboratively with others to develop narratives & retell stories in play.</p>	<p>Various imaginative and creative stimuli to develop & adapt independent exploration to create representations of objects, events & stories with increasing detail.</p>	<p>Exploring form using junk box modelling, construction materials & shapes to represent objects.</p>