



Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Themes (Ten Ten)</b>	Created and Loved by God		Created to Love Others		Created to Live in Community	
<b>RE</b>	Beginning with the Church Care of creation	From advent to Christmas Preferential option for the poor	Jesus at Prayer Solidarity and peace	From Lent to Easter Community and participation	From Easter to Pentecost Dignity of workers	Mark's Gospel- discipleship Human Dignity
<b>Prime Areas</b>						
<b>Communication and Language</b>	Settling in activities Enjoy listening to longer stories Use talk to organise themselves and play Daily story time	Enjoy listening to longer stories and remember much of what happens Understand a question or instruction that has two parts. Daily story time	Enjoy listening to longer stories and remember much of what happens Understand a question or instruction that has two parts. Start a conversation. Daily story time	Understand a question or instruction that has two parts Pay attention to more than one thing at a time Understand 'why' questions Use a wider range of vocabulary Daily story time	Pay attention to more than one thing at a time Understand 'why' questions Use a wider range of vocabulary Express my point of view Sing a large repertoire of songs Daily story time	Understand 'why' questions Use a wider range of vocabulary Express my point of view Sing a large repertoire of songs Daily story time
<b>Core Texts</b>	The Colour Monster Owl Babies The Three little Pigs	Dear Santa Christmas Story The Ginger Bread Man	Non-fiction texts: Transport The Jolly Postman The Little Red Hen Each Peach Pear Plum	We're Going on a Bear Hunt Dear Zoo Goldilocks and the three bears	Non-fiction texts: Chicks/ Growth/Plants One Little Butterfly (Life Cycles) Jasper's Beanstalk	Non-fiction texts: Countries Elmer Brown Bear
<b>Personal, Social, Emotional Development (Including Behaviour Curriculum and Ten Ten)</b>	<b>Me, My Body, My Health</b> Black History Month Separating from caregiver Becoming familiar with new environment Making friends Being aware of feelings Increasingly follow School Rules/ Routines Behaviour Expectations Select and use activities and resources, with help when needed. Self –Care (handwashing/toilets)	<b>Emotional Well-Being/ Life Cycles</b> Separating from caregiver Becoming familiar with new environment Being aware of feelings Increasingly follow School Rules/ Routines Behaviour Expectations Select and use activities and resources, with help when needed. Friendships Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs. Anti-Bullying Week PANTS NSPCC Road Safety Week	<b>Personal Relationships</b> Friendships Play with one or more other children, extending and elaborating play ideas.  Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Be increasingly independent in meeting their own care needs. Finding resources and using the environment independently	<b>Life Online / Keeping Safe</b> Safe Inside and Out Stranger danger People Who Help Us Become more outgoing with unfamiliar people, in the safe context of their setting.  Be increasingly independent in meeting their own care needs.  Make healthy choices about food, drink, activity and toothbrushing. Remember rules without needing an adult to remind them. Finding resources and using the environment independently	<b>Community</b> Develop their sense of responsibility and membership of a community.  Understand gradually how others might be feeling.  Show more confidence in new social situations Find solutions to conflicts and rivalries.  Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'  Zones of Regulation	<b>Living in the Wider World</b> Understand gradually how others might be feeling.  Show more confidence in new social situations Develop their sense of responsibility and membership of a community.  Talk with others to solve conflicts Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'  Zones of Regulation Transition to Reception Reception Rediness
<b>Physical Development</b>	<b>Movement Skills</b> <b>PE with Elms: Ball Skills</b> Negotiating space  Movement, balancing, riding (scooters, trikes and bikes)	<b>Gymnastics</b> <b>PE with Elms: Ball Skills</b> Negotiating space Movement, balancing, riding (scooters, trikes and bikes) and ball skills. Fine motor activities.	<b>Dance</b> <b>PE with Elms: Ball Skills</b> Match their developing physical skills to tasks and activities in the setting. Large-muscle movement. Paint and make marks.	<b>Gymnastics</b> <b>PE with Elms: Ball Skills</b> Large-muscle movement. Paint and make marks. Music and Rhythm: remember sequences and patterns. Use one-hand tools and	<b>Bat and Ball games</b> <b>PE with Elms: Ball Games.</b> Match their developing physical skills to tasks and activities in the setting.  Use a comfortable grip with	<b>Athletics</b> <b>PE with Elms: Ball Games</b> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

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	<p>and ball skills. Fine motor activities Steps and stairs, climbing apparatus, using alternate feet. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Fine motor activities</p>	<p>Steps and stairs, climbing apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Fine motor activities</p>	<p>Music and Rhythm: remember sequences and patterns. Use one-hand tools and equipment. Skip, hop, stand on one leg and hold a pose. Fine motor activities</p>	<p>equipment. Group/team activities Fine motor activities</p>	<p>good control when holding pens and pencils. Show a preference for a dominant hand Group/team activities Use one-hand tools and equipment. Fine motor activities</p>	<p>Use a comfortable grip with good control when holding pens and pencils. 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. Show a preference for a dominant hand.</p>
<b>Specific Areas</b>						
<b>Literacy: Phonics</b> <i>(Word Reading)</i>	<p>Songs/rhyming Nursery rhymes Develop their phonological awareness, so that they can: • count or clap syllables in a word • spot and suggest rhymes</p>	<p>Songs/rhyming Nursery rhymes Develop their phonological awareness, so that they can: • count or clap syllables in a word • spot and suggest rhymes</p>	<p>Songs/rhyming Nursery rhymes Develop their phonological awareness, so that they can: • count or clap syllables in a word • spot and suggest rhymes</p>	<p>Songs/rhyming Nursery rhymes Develop their phonological awareness, so that they can: • spot and suggest rhymes • recognise words with the same initial sound</p>	<p>Introduction Phase 1 Say a sound for each letter in the alphabet Develop their phonological awareness, so that they can: • spot and suggest rhymes • recognise words with the same initial sound</p>	<p>Introduction Phase 1 Say a sound for each letter in the alphabet Develop their phonological awareness, so that they can: • spot and suggest rhymes • recognise words with the same initial sound</p>
<b>Literacy: Reading</b> <i>(Language Comprehension)</i>	<p>Understand that print has meaning Recognise name</p>	<p>Understand that print has meaning Understand that print can have different purposes Recognise name</p>	<p>Understand that print has meaning Understand that print can have different purposes Recognise name</p>	<p>Understand that print can have different purposes Understand that we read from left to right and top to bottom Name the different parts of a book</p>	<p>Understand that print can have different purposes Understand that we read from left to right and top to bottom Name the different parts of a book Page sequencing</p>	<p>Understand that print can have different purposes Name the different parts of a book Page sequencing</p>
<b>Literacy: Writing</b>	<p>Use print and letter knowledge in their early writing</p>	<p>Use print and letter knowledge in their early writing</p>	<p>Write some or all of their name</p>	<p>Write some or all of their name</p>	<p>Write some letters accurately</p>	<p>Write some letters accurately</p>
<b>Mathematics</b> <i>(Master the Curriculum)</i>	<p>Baseline Number songs Nursery Rhymes Colours Matching Sorting</p>	<p>Number Songs Nursery Rhymes Number 1 Number 2: Subitising Number 2 Pattern Consolidation Winter Activities</p>	<p>Number Songs Nursery Rhymes Number 3: Subitising Number 3 Number 4 Number 4: Composition Number 5 Number 5 Composition</p>	<p>Number Songs Nursery Rhymes Consolidation Number 6 Height &amp; Length Mass Capacity Consolidation Spring Activities</p>	<p>Subitising and Revision Sequencing Positional Language More than/ Fewer 2D Shape 3D Shape Consolidation</p>	<p>Subitising and Revision Number composition What comes after? What comes before? Numbers to 5 Consolidation Summer Activities</p>

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<p><b>Understanding of the World</b> <i>(Including enquiry questions)</i></p>	<p><b>Me and My Family</b> Me, My Family, my home Feelings likes and dislikes, rules and routines Begin to make sense of their own life-story and family's history. Navigating the classroom Explore environments and habitats from the outdoor area Autumn focus - seasonal walk</p>	<p><b>Celebrations</b> My culture and traditions, celebrations Begin to make sense of their own life-story and family's history. Develop positive attitudes about the differences between people Navigating the classroom Explore environments and habitats from the outdoor area Autumn to Winter changes seasonal walk</p>	<p><b>Our Community</b> People who help us – Teacher, Doctor, Fire Fighter, Police Show and interest in different occupations Explore how things work. Explore collections of materials with similar and/or different properties. Winter study – Seasonal Change/walk</p>	<p><b>Amazing Animals Bears</b> Focus on animals/caring for animals/pets Living things and their habitats Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Spring seasonal walk</p>	<p><b>The Natural World Growth/ Plants</b> Begin to understand the need to respect and care for the natural environment and all living things Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Use all their senses in hands-on exploration of natural materials. Being kind and caring for living creatures and the environment.</p>	<p><b>Different Countries Colours</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Our World Working with and observing change with natural materials and with food . Summer focus - Change of season - weather</p>
<p><b>Expressive Arts and Design</b> <i>(Including KPOW Art and DT)</i></p>	<p><b>Music: Singing</b> <b>DT focus - Structures: Junk modelling</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Explore colour and colour mixing. (Maths) <b>Home Learning Project</b></p>	<p><b>Music: Glockenspiels</b> <b>Art Focus - Drawing: Marvellous marks</b> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Seasonal crafts</p>	<p><b>Music Theory with instruments</b> <b>DT Focus - Textiles</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. <b>Home Learning Project</b></p>	<p><b>Music: African Drumming</b> <b>Art Focus - Painting and mixed media</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Seasonal crafts</p>	<p><b>Music: Singing</b> <b>DT Focus - Structures</b> Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <b>Home Learning Project</b></p>	<p><b>Music: Singing</b> <b>Art Focus - Sculpture and 3D: Creation station</b> Play instruments with increasing control to express their feelings and ideas. Explore colour and colour mixing. Create their own songs or improvise a song around one they know. Recap misconceptions or gaps in learning from Nursery year  Seasonal Crafts</p>
<p><b>Computing</b></p>	<p><b>Computer Systems and Networks:</b> How to use a computer, mouse and keyboard. Understanding how a tablet is different to a computer.</p>	<p><b>Creating Media:</b> listen to digital audio, take photographs, videos and audio using a digital device. <b>Online Safety</b></p>	<p><b>Creating Media:</b> listen to digital audio, take photographs, videos and audio using a digital device.</p>	<p><b>Data and information:</b> group objects by type, discuss data and information and understand categories using labels and create tally charts. <b>Online Safety</b></p>	<p><b>Programming:</b> programme a floor robot to follow a set of simple instructions.</p>	<p><b>Programming:</b> programme a floor robot to follow a set of simple instructions. <b>Online Safety</b></p>
<p><b>Cultural Capital</b></p>	<p>Nativity TBC</p>		<p>Local visits: Fire station/ Library Visitors – police, doctor, nurse, vet TBC</p>		<p>Local Nature Walk Safari Park /Farm / Seaside TBC</p>	