



Nursery Curriculum Map A

Core text	Pete the cat The crayons day out Goldilocks	Kippers birthday Little red hen The first Christmas Dear Santa	Lost and Found Hug Ginger bread man	Jaspers beanstalk Hungry caterpillar The three little pigs	Three billy goats gruff Each Peach Pear Plum Were going on a bear hunt	Pete the cat and his white shoes The pig in the pond Ugly duckling
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Links to Curriculum Drivers (Memorable Experiences/ Express Event)	Partnership with parents - parent open session focus on reading a story Cultural enrichment Transient Art - bean stalks Jackson pollock Seasonal / religious celebrations - Harvest/ Halloween	Partnership with parents - Joining in with songs and rhymes Cultural enrichment Traditional Christmas music Seasonal / religious celebrations - Divali, remembrance day, bonfire night, Christmas Visits / Visitors - Church	Partnership with parents - weather permitting - invite parents into outdoor area to build a snowman Cultural enrichment The snowman- Howard Blake Seasonal / religious celebrations - Valentines day, Shrove Tuesday	Partnership with parents - family colour run Cultural enrichment Andy Warhol flowers Seasonal / religious celebrations - Mothers day, Holi, Easter Visits / Visitors Garden centre/allotment	Partnership with parents - Share a story with parents Cultural enrichment Hungarian sketches the bear dance. Mozart in the jungle Seasonal / religious celebrations - Eid Visits / Visitors Summerhill- den building	Partnership with parents - family graduation day, Cultural enrichment Jackson pollock Seasonal / religious celebrations - Fathers day



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<p>Engagement Ideas</p>	<p>Towards the end of the half term - trip to the park to find materials for transient art.</p> <p>Bring your family to nursery day- show what you have been doing</p>	<p>Making bread for the little red hen</p>	<p>Have a letter from the class bear telling the children that he is lost. Using clues linked to prepositions children to find the missing ted.</p>	<p>Children to look at Artists such as Jackson Pollock and Andy Warhol and recreate their art work on a large scale.</p> <p>Children to visit allotment/garden centre to see flowers and vegetables that grow.</p>	<p>Set nursery up as a jungle and leave different clues each day to see which animal has been to visit.</p> <p>Go on a bear hunt around school- following clues</p>	<p>At the end of term hold a colour run with family members.</p>
<p>Communication and Language</p>	<p>Develop the skills of listening and turn taking. Talk about themselves and who they live with. Talk about their friends and what makes a good friend. Discuss feelings and how we show them. Look at people who care for us and our families.</p> <p>Engage in traditional tales and learn how to answer questions.</p> <p>Children will begin to build up their repertoire of songs/rhymes</p> <p>Learn rhymes, poems and songs (in</p>	<p>To develop skills in understanding and answering who, what and where questions. To give opportunity to use talk within role play situations, To develop language based around construction.</p> <p>To retell stories using props and pictures.</p> <p>Core songs and rhymes:</p> <p>Hickory, dickory, dock Old MacDonald Bingo</p>	<p>To build on their understanding of questions and introduce why.</p> <p>Children to use talk to organise themselves and their play. They are encouraged to use longer sentences and are taught new topic themed vocabulary.</p> <p>Children to talk about how they keep warm in winter- what clothes they would need how it would help keep them warm.</p> <p>Core songs and rhymes:</p> <p>5 little snowmen Slowly, slowly Little bo peep</p>	<p>Children to develop their understanding of why, who, what and where questions developing answers into longer sentences. Children to continue learning new songs to add to their repertoire eg I can sing a rainbow.</p> <p>Core songs and rhymes:</p> <p>Dinosaur Dinosaur Hey diddle diddle Polly put the kettle on</p>	<p>To develop skills of debate and being able to express a point of view. To engage in a range of non fiction texts linked to bears. To develop confidence in asking questions.</p> <p>Use props to retell the story</p> <p>Children to join in with rhyme and complete the rhyme activities.</p> <p>Core songs and rhymes:</p> <p>Row row row your boat Three blind mice Its raining, its pouring</p>	<p>Children to use knowledge of questions to answer and ask who, what, where questions to peers and staff. Children to use their knowledge of communication and articulate their ideas in well formed sentences. To build on their sentence work with a focus of adding new vocabulary and detail.</p> <p>Core songs and rhymes:</p> <p>5 little monkeys Mary mary Zoom zoom zoom were going to the moon</p>



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	<p>preparation for Harvest)</p> <p>Core songs and rhymes:</p> <p>Here we go round the mulberry bush</p> <p>Twinkle, twinkle,</p> <p>The farmer plants the seeds</p>					
<p>PSED</p>	<p>Support them in leaving parents/cares and making a relationship with key worker. Develop their understanding of feelings. Help children play with others and how to resolve conflict. Help them build friendships. Develop their understanding of routine. Develop their understanding of acceptable behaviours</p>	<p>Continue to develop relationships supporting peer play within the environment. To develop independence in choosing and using resources and activities whilst elaborating on play ideas. To support children in expressing emotions in a safe manner.</p>	<p>To strengthen their sense of community through rules and routines. Give them responsibility for looking after an area as part of routines eg watering the plants. Children to be encouraged to find solutions to conflicts and talk about their feelings and feelings of others.</p>	<p>Children to use their knowledge of feelings and transfer to how characters may be feeling in books such jaspers beanstalk, goliclocks, lost and found. To understand the need to resolve conflict and choosing appropriate ways of being assertive.</p> <p>Healthy Me</p>	<p>To understand that they are able to solve conflict without the need of an adult. They will begin to be assertive in an appropriate manner. Encourage independence through self-chosen activities. Support the children in talking about their goals and how they want to achieve them.</p> <p>Relationships</p>	<p>To reflect on what they can do on their own and what makes them unique. To clearly express their feelings and show resilience when faced with challenge. Link to the red hen and the challenges she faced and overcome. Children to work in teams to transfer water from one area to another.</p> <p>Changing me Growing up</p>



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	<p>and consequences. Teach them what being ready, respectful and safe looks like in nursery.</p> <p>Being me in my world- understanding feelings</p>	<p>To understand how to keep safe during bonfire night</p> <p>Celebrating difference</p> <p>Making friends</p>	<p>Dreams and Goals</p> <p>Seeking help</p> <p>Overcoming obstacles</p>	<p>Healthy food and body</p>	<p>Friendships</p> <p>Being a good friend</p>	<p>celebrations</p>
<p>Physical Development</p>	<p>Support children in becoming independent eg taking coat off and hanging bag up. Children will learn how to use the toilet independently. Children will learn how to access different resources. Support children to refine the movements they have developed at home.</p> <p>Children will take part in daily fine motor activities such as threading, dough disco and mark making to develop pre-writing skills.- pom pom spiders</p> <p>Children to discover the importance of tooth brushing and take part linked activities.</p>	<p>Explore ways of moving to represent different animals.. To start to develop a comfortable pencil grip using a dominant hand. Children will take part in daily mark making activities using a range of writing utensils. They will refine movement through squiggle sessions focusing on up and down, side to side and circles. To continue to develop independence in meeting their own care needs by going to the toilet and independently washing and drying hands.</p> <p>Daily tooth brushing activities and discussions about oral hygiene.</p>	<p>The children will continue to develop their movement, balancing, riding and ball skills. To develop their independence with using one handed tools and equipment. Children to learn squiggle movements, understand linked vocabulary and practice appropriate patterns such as in and out, twist and lay down straight.</p> <p>Daily tooth brushing activities and discussions about oral hygiene.</p>	<p>Children to enjoy dance activities linked to the growing of seeds into flowers.</p> <p>Children to continue to develop pencil control through squiggle activities and use the appropriate vocabulary such as reverse and turn and straight jiggered robotic lines.</p> <p>Daily tooth brushing activities and discussions about oral hygiene.</p>	<p>To revise movement skills such as rolling, jumping, hopping and skipping.</p> <p>Remind the children of the story at the start of the session. Explain that they are going on a bear hunt, Use a drum beat to indicate the change to location, and two beats to indicate stop.</p> <p>To develop their small motor skills so that they can use a range of tools. Children encouraged to independently meet their own care needs and can independently get dressed and undressed.</p> <p>Daily tooth brushing activities and discussions about oral hygiene.</p>	<p>Children to be encouraged to use cutlery correctly whilst preparing and eating healthy food choices. Children to further develop their skills to manage the school day. Children to continue to develop pencil control and choose their dominant hand. They Will take part in group activities and be encouraged to make up their own activities and games.</p> <p>Daily tooth brushing activities and discussions about oral hygiene.</p>



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<p>Literacy</p>	<p>Children to enjoy listening to stories read to them. To develop their understanding of the key concepts about print.</p> <p>Children to retell traditional stories using props and visual clues.</p> <p>To engage in phase 1 phonics. Children to listen to and talk about environmental and instrumental sounds. To develop visual discrimination skills</p> <p>Children to practise making up and down and side to side movements.</p> <p>To be part of an open session where the children can share their nursery with the people they love.</p>	<p>To enjoy listening to stories and begin to ask questions/make comments about what they have heard. They also begin to show preference for particular books.</p> <p>To repeat words and phrases from the story whilst acting out the scenes.</p> <p>They begin to notice some print in the environment.</p> <p>To develop their confidence in mark making in all areas of the environment and enjoy drawing freely.</p> <p>To make circles and arches using pens, brushes and ribbons.</p> <p>To continue Phase 1 phonics and work on distinguishing sounds in the environment. To support children in recognising rhyme and alliteration through songs, actions and rhymes.</p> <p>Children to match objects that have the same initial sound.</p> <p>Children to note similarities and</p>	<p>Children will enjoy fiction and non fiction texts based around key texts. To engage in a conversation about what they have heard or seen, using new vocabulary.</p> <p>To start and develop oral blending and segmenting skills through daily activities and games.</p> <p>To develop listening skills to identify syllables within words. Children to discriminate between pictures with obvious contrast.</p> <p>Children to begin to write their name by copying and listening to sounds.</p> <p>Children to use pens, brushes and ribbons to make spirals and twists.</p> <p>To sequence events and talk through story lane or maps</p>	<p>Children to be engaged in conversations about stories and learning to use new vocabulary.</p> <p>Children to use text to sequence how a bean grows. Children to be taught new vocabulary eg roots, stem. Children to write labels.</p> <p>To enjoy writing/mark making activities linked to the weekly text.</p> <p>Children to use their phonic knowledge to write some sounds to words and in their name.</p> <p>To continue to develop blending and segmenting of cvc words such as cat, dog, jug. Children to become secure in clapping syllables in words.</p> <p>Children to use pens, brushes and ribbons to make straight and jagged robotic lines.</p>	<p>Children to understand that print has different purposes..</p> <p>Children to sequence and act out traditional tale using props</p> <p>Children encouraged to write their own name on pieces of work.</p> <p>Children to use images to create a story lane to support the retelling of were going on a bear hunt.</p> <p>They learn to spot and suggest rhyming words linked to key text each peach per plum.</p> <p>To continue to develop their phonological awareness through phase 1 activities. To be able to group objects by given criteria</p> <p>Children to use pens, brushes and ribbons to make large and small shapes such as circles, squares, triangles and rectangles.</p>	<p>Using pictures from texts children to talk about what they see and Children to draw and label their own pictures.</p> <p>Children to look at how Pete changes the colour of his shoes as he walks through the story. Discuss what happens at the beginning, middle and end. Children to recreate story using props and a pair of wellies.</p> <p>Children to use phonic cards to practise writing the letters that they have learnt.</p> <p>Listen to stories such as pig in the pond. Talk about why the animals jump into the pond. To act out the final scene and talk about how the animals would be feeling.</p> <p>Retell a given story using props, story lanes etc</p> <p>Children to use pens to correctly form letters within their name.</p> <p>To continue to develop their phonological awareness through phase 1 activities. To be able to group objects by given criteria</p>
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		differences between two objects.				To being RWI identifying and listening to different sounds.
Maths	Children to realise that not only objects can be counted. Children begin to rote count and join in with number songs and rhymes, Children to subertise objects. Children to recognise basic 2d shapes in and around the enviroenment.	Children to build with a range of resources and compare size using mathematical vocabulary. Children to develop subitising Children to continue number development by using each number in order up to 5. Encourage children to talk about pattern around them (eg on their socks/rugs)	They show fingers up to 5 Understand position through words alone based on text lost and found. Children say one number for each item in order begin to understand the cardinal principle Make comparisons between objects related to size and quantities Describe a route- Gingerbread man	Children to talk about pattern and create their own. They will be developing their knowledge of sequence and begin to describe a sequence of events linked to weekly texts. Using knowledge of 2d shapes to help create other shapes and patterns.. To count objects, actions and sounds up to 5 Children to continue to develop subitising skills up to 5 and then beyond.	To consolidate counting skills saying numbers in order telling you how many objects are in a set. Children to solve problems based on theme using numerals up to and beyond 5, Children to confidently tell you the composition of numbers 0-5.	To further their understanding of prepositions. Children to understand position through words alone. To develop an understanding of capacity and associated vocabulary. Children to master counting objects and using numerals to represent a given set of objects, Children to master subitising objects.. Children to notice and correct errors in repeating patterns.
Understanding of the world	To explore the environment inside and outside. Investigate natural materials in the outdoor area making observations and comparisons. Children to learn about Harvest and what happens at this time. To explore the weathers through the	Compare some contrasting places such as Arctic regions, rainforests and safari areas and the animals that live there To look at materials changing eg snow to water To make bread To understand the meaning of Christmas	Children to be introduced to the idea of different countries and about similarities and differences. Children to develop knowledge on the differences in materials and the changes that they notice. To experience first-hand what happens to materials when frozen or heated. (link to texts)	To gain an understanding of growth through planting seeds and caring for them. To further develop their knowledge on life cycles looking at seeds and chicks To look at why it rains and why we need rain to make the world a better place. - link to beanstalk To explore bricks, straw and twigs and talk about	Look at different bridges around the world and how these could be made using different materials in nursery. Talk about going on your own bear hunt- discuss the different types of weather and the clothing that you might need. To look at where the children have come from. Display on the map the journeys that hey have made to be in the uk	To allow exploration of materials whist looking for the best material to make a swimsuit for the farmer Children to find out about colours and mixing through investigations such as skittles, puddle splash and dyed celery To look at different occupations- farmer, police, teacher, doctors, fire etc To further develop their understanding of what makes



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	<p>season. What happens in Autumn? To develop vocabulary to talk about what they can see.(Autumn walk)</p>		<p>Children find out about the Bible and hear some stories about Jesus.</p>	<p>which would make a good house. To gain an understanding behind the Easter story</p>	<p>Children find out about Christian baptism.</p>	<p>them unique and discuss the differences between them. Children find out about Raksha Bandhan.</p>
<p>Expressive Arts and Design</p>	<p>Children to express their own ideas of family through taking on the various roles within the home corner.</p> <p>Learn to sing head, shoulders, knees and toes. Also if you're happy and you know it. To develop an understanding of transient art- using natural Autumn resources- create patterns To develop and build upon skills in manipulating playdough to create a desired effect.</p> <p>Sing harvest songs</p>	<p>After listening to the dear santa- children to design and make wrapping paper to wrap various sized gifts.</p> <p>To act out the nativity story using props.</p> <p>To explore paint using various tools.</p> <p>Sing and perform Christmas songs with parents</p> <p>To develop and build upon skills in manipulating playdough to create a desired effect.</p>	<p>To introduce them to patterns of movement through dance. Listen to the snowman and express feelings through dance.</p> <p>Children to use materials from the environment such as twigs, cones, grass etc to create transient art.</p> <p>Children to be given opportunity to draw life objects with a focus on adding details eg snowmen, igloos, Antarctic animals</p> <p>Make gingerbread man small world allowing children to develop complex stories.</p>	<p>Use percussion instruments to make sounds to represent different parts of a story</p> <p>To develop using a mixture of materials to build their homes for their animals from the key text three little pigs</p> <p>Children to build home for the pigs</p> <p>To create their own version of Andy Warhol's flowers (put altogether to create a collective piece). Children choose their own colours / mix first.</p> <p>Still life drawing of flowers/ beanstalks</p> <p>Children to act out story using props</p> <p>Children to make beanstalks using loose parts or collage materials.</p>	<p>Use percussion instruments to make the sound of the different settings in the bear hunt text. Encourage the children to think about which instrument would be best and how it should be played (quiet/loud, slow and fast)</p> <p>Children will listen to Mozart in the jungle. Children to discuss how it makes them feel or think of. Allow for some free movement to express their thoughts and feelings.</p> <p>Listen to Hungarian sketches the bear dance. Discussion on how the music makes you feel is happening and why.</p> <p>Challenge the children to work collaboratively to create bridges. Before they begin, can the children share their ideas and explain how they will create their bridge? Provide junk-modelling materials, paper, cardboard, tubes, tape, paint, glue, etc.</p>	<p>To make a count collage- using items found in the outdoor spaces.</p> <p>Children to experiment with colour mixing and talk about the effects of adding white.</p> <p>To make colour collages linked to Pete the cat</p> <p>Look at mixing colours with white to create tones</p> <p>Sing Pete the cat song whilst acting out story</p>



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				Children to create butterfly collages looking at symmetry		
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