



## Nursery Curriculum Map B

Core text	Pete the cat The crayons day out <b>Goldilocks</b>	Kippers birthday <b>Little red hen</b> The first Christmas Dear Santa	Monkey puzzle Come on Daisy <b>Chicken Licken</b>	The very busy spider The hungry caterpillar <b>The ginger bread man</b>	The train ride Peepo <b>Three billy goats gruff</b>	Commotion in the ocean Mr Big <b>Three little pigs</b>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Links to Curriculum Drivers (Memorable Experiences/ Express Event)	<p><b>Partnership with parents</b> - parent open session focus on reading a story</p> <p><b>Cultural enrichment</b> Transient Art - Autumn faces Jackson pollock</p> <p><b>Seasonal / religious celebrations</b> - Harvest/ Halloween</p>	<p><b>Partnership with parents</b> - Joining in with songs and rhymes</p> <p><b>Cultural enrichment</b> Traditional Christmas music</p> <p><b>Seasonal / religious celebrations</b> - Divali, remembrance day, bonfire night, Christmas</p> <p><b>Visits / Visitors</b> - Church</p>	<p><b>Partnership with parents</b> - Parent open session-</p> <p><b>Seasonal / religious celebrations</b> - Valentines day, Shrove Tuesday</p> <p><b>Curriculum enhancement</b> Egg hatching</p>	<p><b>Partnership with parents</b> - Making gingerbread with parents</p> <p><b>Cultural enrichment</b> Matisse Snail</p> <p><b>Seasonal / religious celebrations</b> - Mothers day, Holi, Easter</p> <p><b>Curriculum enhancement</b> Caterpillar eggs</p>	<p><b>Partnership with parents</b> -</p> <p><b>Cultural enrichment</b></p> <p><b>Seasonal / religious celebrations</b> - Eid</p> <p><b>Curriculum enhancement</b> Making Porridge</p>	<p><b>Partnership with parents</b> - family graduation day,</p> <p><b>Cultural enrichment</b></p> <p>Three little pigs ballet CBeebies</p> <p><b>Seasonal / religious celebrations</b> - Fathers day</p> <p><b>Visits / Visitors</b> Summerhill- den building</p> <p><b>Curriculum enhancement</b></p>



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<p><b>Engagement Ideas</b></p>	<p>Bring four family to nursery day- show what you have been doing</p> <p>Towards the end of the half term - trip to the park to find materials for transient art.</p>	<p>Making bread for the little red hen</p>	<p>Eggs- to hatch</p>	<p>Caterpillar eggs</p>	<p>Making porridge</p>	<p>Mid term plan a trip to Summerhill to create a house made out of twigs.</p>
<p><b>Communication and Language</b></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><b>Core songs and rhymes:</b></p> <p>London Bridge Wheels on the bus Humpty dumpty</p>	<p>To build on their understanding of questions and introduce why. Children to use talk to organise themselves and their play. They are encouraged to use longer sentences and are taught new topic themed vocabulary. Children to talk about how they keep warm in winter- what clothes they would need how it would help keep them warm.</p> <p><b>Core songs and rhymes:</b> 5 little snowmen Here we go round the mulberry bush Little bo peep</p>	<p>Children to develop their understanding of why, who, what and where questions developing answers into longer sentences.</p> <p>Children to continue learning new songs to add to their repertoire eg I can sing a rainbow.</p> <p>To engage in a range of non fiction texts linked to caterpillars, butterflies etc</p> <p><b>Core songs and rhymes:</b></p> <p>Twinkle star 5 little ducks 1,2,3,4,5</p>	<p>To develop skills of debate and being able to express a point of view. 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><b>Core songs and rhymes:</b></p> <p>Dinosaur Dinosaur Hey diddle diddle Hickory dickory dock</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><b>Core songs and rhymes:</b></p> <p>Polly put the kettle on Row row row your boat Mixing colour song Baa baa black sheep</p>



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	<p>preparation for Harvest)</p> <p>Core songs and rhymes:</p> <p>Head shoulders knees and toes 1 little finger Open shut them Incey wincey</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 and consequences. Teach them what being ready, respectful and safe looks like in nursery.</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. To understand how to keep safe during bonfire night</p> <p style="text-align: right;">Celebrating difference</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. To be aware of strangers and what to do if you become lost like Daisy</p> <p style="text-align: right;">Dreams and Goals Seeking help Overcoming obstacles</p>	<p>To understand the need to resolve conflict and choosing appropriate ways of being assertive.</p> <p>To understand that you have resilience you have to keep going no matter what your faced with eg the river.</p> <p>To run for miles and miles he would have been healthy. What keeps u healthy?</p> <p style="text-align: right;">Healthy Me Healthy food and body</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.</p> <p>Children to use their knowledge of feelings and transfer to how characters may be feeling in books such as Goats at different points in the story.</p> <p>Encourage independence through self-chosen activities. Support the children in talking about their goals and how they want to achieve them.</p> <p style="text-align: right;">Relationships</p>	<p>To reflect on what they can do on their own and what makes them unique.</p> <p>Children to work in teams to transfer water from one area to another without causing a commotion in the ocean!</p> <p>How we change as we grow up. The Pigs had grown up and were moving out. Discuss how they have grown up since starting nursery.</p> <p style="text-align: right;">Changing me Growing up celebrations</p>



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	Being me in my world- understanding feelings	Making friends			Friendships Being a good friend	
<p><b>Physical Development</b></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><b>Literacy</b></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. 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>Children to be engaged in conversations about stories and learning to use new vocabulary.</p> <p>Children to use text to sequence the life cycle of a butterfly</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 key texts</p> <p>They learn to spot and suggest rhyming words linked to key text peepo.</p> <p>To list and talk about what can be seen in each room.</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>Discuss what happens at the beginning, middle and end of the traditional tale. Create a story lane and help sequence images and key words.</p> <p>Children to use phonic cards to practise writing the letters that they have learnt.</p> <p>Listen to stories and answer a given question using a sentence.</p> <p>Children to use pens to correctly form letters within their name.</p>
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		differences between two objects.				
<b>Maths</b>	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 environment.	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	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	Birthdays- why do we have them? We are getting older? What can you do now that you couldn't do as a baby?  To make bread- what happens to the materials at each stage. Talk about the changes  To understand the meaning of Christmas	What happens to an egg? Is it the same as the ones you eat? Discuss similarities and differences and set up the incubator.  Look at life cycles of a chick, duck  Do we all look like our mums? Look at pictures of baby animals and their parents.	To look at the life cycle of a caterpillar. Set up the caterpillar home and explain what may happen. Teach the song about the life cycle.  Look at spiders and where they live. Use non- fiction books to find out some facts. Look at different minibeasts- Do they have similarities/differences.	Look at different bridges around the world and how these could be made using different materials in nursery?  To look at where the children have come from, their own journey. Display on the map the journeys that hey have made to be in the uk  Children find out about Christian baptism.	To allow exploration of materials whist looking for the best material to make a house for the three pigs. Will it keep them warm, dry and safe?  What animals can be found in the ocean? Look and discuss the types of creatures featured in text.



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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 will take part in a range of activities linked to the festival of Diwali.</p>	<p>Children find out about the Bible and hear some stories about Jesus.</p>	<p>Look at materials and the changes that happen when making gingerbread man.</p> <p>To gain an understanding behind the Easter story</p>		
<p><b>Expressive Arts and Design</b></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.</p> <p>Look at Jackson Pollock and discuss how he made his painting. Children to re create on a large scale in the outside area.</p> <p>Play a variety of music styles to the children and ask them to perform as if they were the goat or the troll.</p> <p>You could give them different emotions to show as they dance as their character.</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>After listening to the dear santa- children to design and make wrapping paper to wrap various sized gifts</p>	<p>To introduce them to patterns of movement through dance.</p> <p>Children to use materials from the environment such as twigs, cones, grass etc to create transient art.</p>	<p>To use a range of materials to create butterflies- mixing colours</p> <p>To create their very own Matisse snail</p> <p>Children to act out story using props</p> <p>Sing there is a tiny caterpillar on a leaf.</p> <p>Printing caterpillar pictures</p>	<p>To make trains and other modes of transport out of 2d shapes.</p> <p>Explore using different percussion instruments to represent different characters and events from the story. Encourage the children to think about which instrument would be best and why, along with how they should be played.</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- can they make an ocean backdrop.</p> <p>Children to look at the ocean and use various materials and techniques to create a piece of art work</p> <p>Children to build home for the pigs</p> <p>Model how to make a shaker using dried rice, pasta or lentils inside a plastic pot. Can the children play their instrument as you read the story, such as shaking them quickly when each pig runs to the next house, or very loudly when the wolf huffs and puffs?</p>



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	Sing harvest songs					Look at the patterns you see in buildings in your local area. Invite the children to make wax crayon rubbings of different buildings on your school grounds.
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