



## NURSERY CURRICULUM MAP: 2021-2022

	AUTUMN		SPRING		SUMMER	
OVERARCHING TOPICS	Who Am I? Nursery Rhymes	What is the dark? Festivals and Celebrations	Is it only cold in winter? Fairytale	The chicken or the egg? People Who Help Us	Where Am I? (Around the World) Travel and transport	Pirates Oceans and Seas
<b>Communication and Language</b>	<p><b>Develop children's spoken language in play &amp; learning.</b> Encourage back and forth interactions. Provide a language rich environment. Encourage quality conversations with adults and peers. Read frequently to children and engage them in stories, non-fiction, rhymes and poems, then provide children with extensive opportunities to use and embed new words in a range of contexts. Use story-telling, conversation and role play, with support, modelling and invitations to elaborate from teachers, to enable children to become comfortable using a rich range of vocabulary and language structures.</p> <p>Share a wide variety of traditional, nursery &amp; modern rhymes, chants, action verses, poetry, songs &amp; stories with predictable structures &amp; patterned language. Read simple non-fiction texts, including recounts. Learn a wide range of songs. Provide a range of story books, non-fiction books, magazines, signs and notices around the setting. Adults to share stories and anecdotes about themselves, their family and pets to introduce new vocabulary.</p> <p><b>Spring 1 – begin to use 'Helicopter Stories' to encourage oral story telling.</b></p>					
<b>Physical Development</b>	<p><b>Gross motor skills</b> – Continue to develop movement, balancing, riding and ball skills. Go up and down stairs or steps and climb apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose. Use large-muscle movements to wave flags and streamers, paint and make marks. Start to take part in group/team activities which they make up for themselves. Be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan and use them safely. Collaborate with others to manage large items and move them safely.</p> <p>Daily action songs and dances, exercise videos (Jump Start Jonny, The Learning Station, Jack Hartman, Cosmic Kids)</p> <p>Ring games and parachute games. Climbing, running, jumping, hopping, skipping, swinging outdoors. Balancing, lifting, carrying. Rolling, throwing, catching, kicking, hitting, pushing, pulling. Mark making outdoors using large movements. Provide a wide range of large-scale resources outdoors – planks, cable reels, pipes and tubes, crates, tarpaulins. Provide wheeled vehicles, bikes, scooters, balls, bats, hula hoops, mini stilts. Climbing frame, climbing tree, tyre swing.</p> <p><b>Fine motor skills</b> – Use one-handed tools and equipment, use a comfortable grip with good control when holding pens and pencils, start eating independently and learn how to use a knife and fork, show a preference for a dominant hand.</p> <p>Provide opportunities and resources to allow daily threading, Lego, peg boards, mark making, cutting, colouring, play dough, Dough Disco, Squiggle While You Wiggle, finger songs (Tommy Thumb, Tommy Thumb is Up, Two Fine Gentlemen, Three Jelly Fish etc.). Autumn term – mark making opportunities. Spring term – Name writing opportunities. Summer term – opportunities for writing numerals and letters.</p>					
<b>Personal, Social and Emotional Development.</b>	<p>Strong, warm, supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set simple goals, have confidence in their abilities, to persist and wait for what they want and to direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they will learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve.</p> <p><b>Self-Regulation</b> – Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry', 'worries'. Understand gradually how others might be feeling.</p> <p><b>Managing Self</b> – Be increasingly independent as they get dressed and undressed, and meet their own care needs (brushing teeth, toileting, washing and drying hands thoroughly). Make healthy choices about food, drink, activity and tooth brushing. Select and use activities and resources with help. Develop their sense of responsibility and membership of a community.</p> <p>Daily routines, independence, rolling snack, using knife and fork and serving selves at lunchtime, changing shoes and wellies, putting on coats, being responsible for belongings. Healthy eating, healthy choices, how to stay healthy. Basic hygiene, including opportunities and resources for promoting oral hygiene.</p> <p><b>Building Relationships</b> - Become more outgoing with familiar people in the safe context of the setting. Show more confidence in new social situations. Play in a group, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to resolve conflicts</p>					
	Circle time Class charter Class rules. Daily routines	Characteristics of Effective Learning		<b>Books</b>		
		<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Perseverance</li> <li>- Seeking challenge</li> <li>- Problem solving</li> <li>- Lateral thinking</li> <li>- Focus and concentration</li> <li>- Creativity</li> </ul>		<ul style="list-style-type: none"> <li>I have Feelings</li> <li>Friends</li> <li>Don't Be A Bully Billy</li> <li>Some Dogs Do</li> <li>How do you feel?</li> <li>The Koala Who Could</li> <li>The Colour Monster</li> </ul>		
<b>Literacy</b>	<b>Reading</b> – Phase 1 phonics; environmental sounds, instrumental sounds, rhythms, rhymes, stories and songs.		<b>Reading</b> – Story structure, initial sounds, rhyming strings, onset and rime, oral blending and segmenting. Clap syllables in words. Story scribing. Engage in extended conversations about stories, learning new vocabulary		<b>Reading</b> – RWI Set 1 sounds (hear, say, read, write), oral blending, visual blending games. Story scribing.	
	Alfie Goes to School My Family Nursery rhymes Funny Bones Making Faces Elmer What I like about me	The Little Bear Who Was Afraid of the Dark Winnie the Witch Meg and Mog The Witches Kitchen Lighting a lamp	Jack and the Beanstalk Goldilocks and the Three Bears The Three Little Pigs Hansel and Gretel Little Red Riding Hood The Three Billy Goats Gruff The Enormous Turnip	There was an old lady... The very hungry caterpillar The bad-tempered ladybird Over on the Farm Pig in the Pond What the Ladybird Heard	Around the World PiggyWiggy Mama Panya's Pancakes Anansi the Spider Handa's Surprise We all went on Safari	Tiddler Rainbow Fish The snail and the whale Smiley shark Seaside Poems
	Writing – understand that print has meaning, print can have different purposes, English text is read from left to right and top to bottom, the names of the different parts of a book, page sequencing. Provide opportunities and resources for gross motor mark making, under tables, outside, roll of paper on floor, vertical surfaces, different media – chalks, large paint brushes, crayons, pom-poms, sticks, whole body.		Writing – letter formation of letters in name, colouring, writing patterns, forming different shapes (straight lines, waves, circles, spirals, zigzags, humps, arcs, obliques, squares, triangles.) Story scribing.		Writing names, RWI letter formation, labels, captions, messages, registers, lists. Story scribing leading to story writing.	



<p><b>Mathematics</b></p>	<p>Develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Provide frequent and varied opportunities to build and apply understanding., develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across al areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.</p> <p>Provide resources and opportunities to – Develop fast recognition of up to 3 objects without counting (subitising). Recite numbers past 5. Say one number for each item in order (1-5). Know the last number reached when counting tells you how many there are (cardinal principle). Show finger numbers up to 5. Link numerals and amounts up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world problems with numerals to 5. Compare quantities using 'more than' and 'fewer than'. Talk about and explore 2D and 3D shapes using informal and mathematical language. Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Use shapes appropriately and combine them to make new ones. Talk about and identify patterns around them. Extend and create ABAB patterns, noticing and correcting errors. Begin to describe a sequence of events using 'first', 'then'. Ten Town. Numberblocks. 'Number of the Week', NCEM, Power Maths vocabulary - covers recognition, counting, one more/less, number bonds, addition, subtraction, subitising, conservation of number, ordering.</p>					
<p><b>Understanding the World</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p><b>People, Culture and Communities</b></p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Celebrate and value cultural, religious and community events and experiences.</p>	<p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>	<p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>Ensure that resources reflect the diversity of life in modern Britain.</p>
<p><b>Past and Present</b></p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Show interest in different occupations.</p>	<p>Explore how things work.</p>	<p>Explore and talk about different forces they can feel.</p>	<p>Talk about the differences between materials and changes they notice.</p>	
<p><b>The Natural World</b></p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>	<p>Explore collections of materials with similar and/or different properties.</p>	<p>Plant seeds and care for growing plants.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show and explain the concepts of growth, change and decay with natural materials.</p>
<p><b>Expressive Arts and Design</b></p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p><b>Creating with Materials</b></p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore colour and colour-mixing.</p>	<p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Remember and sing entire songs. Create their own songs, or improvise a song around one they know. 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</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
<p><b>R.E. (Come and See)</b></p>	<p>Myself / Judaism</p>	<p>Welcome / Birthday</p>	<p>Celebrating / Gathering</p>	<p>Growing</p>	<p>Good News / Friends</p>	<p>Islam / Our World</p>