

Nursery Curriculum Map A

Areas of Learning	Learning Project - How much do I love you?	Learning Project-How does that building stay up?	Learning Project- Snow what?	Learning Project- Colours of the rainbow	Learning Project- Dangerous Dinosaurs	Learning Project- Splash
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<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 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>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 traditional tales linked to theme: 3 billy goats gruff and 3 little pigs</p> <p>Core songs and rhymes:</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>To talk about familiar stories and non fiction texts.</p> <p>Core songs and rhymes:</p> <p>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. 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>Colours all around us Mixing colour song Twinkle star Baa baa black sheep</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 dinosaurs. To develop confidence in asking questions. After sharing dinosaur roar children will discuss words used to describe dinosaurs. Children to make actions and sounds to match the images of the dinosaurs.</p> <p>Core songs and rhymes:</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>Core songs and rhymes:</p> <p>Polly put the kettle on 5 little ducks 1,2,3,4,5 Row row row your boat</p>
PSED	<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</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</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</p>	<p>Children to use their knowledge of feelings and transfer to how characters may be feeling in books such as Pete the cat or Elmer. To understand the need to resolve conflict and choosing appropriate</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</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. Children to work in teams to transfer water from one area to another.</p>

Nursery Curriculum Map A

	<p>their understanding of acceptable behaviours and consequences. Teach them what being ready, respectful and safe looks like in nursery.</p> <p>Being me in my world-</p> <p>understanding feelings</p>	<p>emotions in a safe manner. To understand how to keep safe during bonfire night</p> <p>Celebrating difference</p> <p>Making friends</p>	<p>talk about their feelings and feelings of others.</p> <p>Dreams and Goals</p> <p>Seeking help Overcoming obstacles</p>	<p>ways of being assertive.</p> <p>Healthy Me</p> <p>Healthy food and body</p>	<p>about their goals and how they want to achieve them.</p> <p>Relationships</p> <p>Friendships Being a good friend</p>	<p>Changing me</p> <p>Growing up celebrations</p>
Physical Development	<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.</p> <p>Children to discover the importance of tooth brushing and take part in daily sessions</p>	<p>To take part in large group activities such as den building and large constructions. To collaborate with others to complete a given design. 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 sessions 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 sessions and discussions about oral hygiene.</p>	<p>Children to be encouraged to use cutlery correctly whilst preparing and eating healthy food choices. 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 sessions and discussions about oral hygiene.</p>	<p>To revise movement skills such as rolling, jumping, hopping and skipping. 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 sessions and discussions about oral hygiene.</p>	<p>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 sessions and discussions about oral hygiene.</p>

Nursery Curriculum Map A

<p>Literacy</p>	<p>Key Texts Goldilocks Little red riding hood Guess how much I love you? Wheres my teddy? Peepo! I love you to the moon and back The invisible string Where's Spot? So Much</p> <p>Key knowledge Children to enjoy listening to stories read to them. To develop their understanding of the key concepts about print. 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>Key Texts Three little pigs Three Billy Goats Gruff ABC Diggers Dear Zoo The Christmas story</p> <p>Key knowledge 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. To repeat words and phrases from the story whilst acting out the scenes. They begin to notice some print in the environment. To develop their confidence in mark making in all areas of the environment and enjoy drawing freely. 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. Children to match objects that have the same initial sound. Children to note similarities and differences</p>	<p>Key Texts Whos that arctic animal That's not my snowman Lost and found Owl babies One snowy night</p> <p>Key knowledge Children will enjoy fiction and non fiction texts based around the theme. 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>Key Texts Pete the cat - I love my white shoes The mixed up Chameleon The crayons-book of colours Elmer Butterfly Brown Bear, Brown Bear, What do you see?</p> <p>Key knowledge Children to be engaged in conversations about stories and learning to use new vocabulary.</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>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.</p>	<p>Key Texts Trouble at the dinosaur café Dinosaur love underpants The dinosaur who lost his roar. Oi Frog! Key knowledge Children to understand that print has different purposes. Share with the children various non-fiction books linked to dinosaurs. Children to make fact files on their favourite dinosaur, drawing images and writing initial sounds.</p> <p>Children encouraged to write their own name on pieces of work.</p> <p>They learn to spot and suggest rhyming words. 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>Key Texts Sharing a shell Commotion in the ocean Tickly octopus The snail and the whale Rainbow fish Pig in the pond</p> <p>Key knowledge Using pictures from texts children to talk about what they see and Children to draw and label their own pictures.</p> <p>Children to use phonic cards to practise writing the letters that they have learnt.</p> <p>To look at non fiction books to find out about what can be seen at the bottom of the ocean.</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>To read rainbow fish talking about what they can see in the sea. Discuss colours and what happens to the scales as the story develops. Talk about friendships and how he felt at the end.</p> <p>Children to use pens to correctly form letters</p>
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Nursery Curriculum Map A

		between two objects.		Children to become secure in clapping syllables in words. Children to use pens, brushes and ribbons to make straight and jagged robotic lines.		within their name.
Maths	<p>Key knowledge Children to realise that not only objects can be counted. Children begin to rote count and join in with number songs and rhymes, To develop mathematical vocabulary. Children to compare sizes. Children to talk about and explore 2d shapes.</p>	<p>Key knowledge Children to build with a range of resources and compare size using mathematical vocabulary. Children to develop subitising up to 3 objects. 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)</p>	<p>Key knowledge They show fingers up to 5. Understand position through words alone based on text lost and found. Children say one item in order begin to understand the cardinal principle Make comparisons between objects related to size and quantities</p>	<p>Key knowledge 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. Link to trip to church and stained glass windows. To count objects, actions and sounds upto and beyond ten. Children to continue to develop subitising skills with coloured objects to 5.</p>	<p>Key knowledge 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 to 5. Children to extend and create patterns linked to the story Alien loves underpants. Children to explore and compare sizes of dinosaur using the correct mathematical vocabulary.</p>	<p>Key knowledge 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 found at the sea. Children to notice and correct errors in repeating patterns.</p>
<p>Understanding of the world</p> <p>Science History Geography RE</p>	<p>Key knowledge To develop their understanding of family. Talk about birthdays and how they celebrate them and how others may celebrate them. Show the children pictures of babies, or themselves as a baby. Discuss what a baby needs and how</p>	<p>Key knowledge To explore natural materials with different properties whilst building. To use natural materials inside and outside whilst constructing buildings or models. To</p>	<p>Key knowledge 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</p>	<p>Key knowledge To gain an understanding of growth through planting seeds and caring for them. To further develop their knowledge on life cycles looking at</p>	<p>Key knowledge Children to be explorers and use all their senses on an archaeological dig. They will explore their findings and talk about what they see. Children to be introduced to forces and how</p>	<p>Key knowledge To allow exploration of materials whilst looking for the best material to make a rain coat. To compare two locations and their sea life and to be able to talk about similarities and differences.</p>

Nursery Curriculum Map A

	<p>they grow. Listen to a visitor (a new parent) and how they look and care for a young child. To understand body parts. Children to have mirrors and look at what they can see. Children to talk about similarities and differences between them and their friends. Children to look at body parts and start to label them. To develop an understanding of how people are different. Use mirrors and talk about what they see. They will learn about people who care for us and their occupations. To explore the environment inside and outside. Investigate natural materials in the outdoor area making observations and comparisons.</p> <p>Children to learn about Harvest and what happens at this time.</p> <p>Children will take part in a rang of activities linked to the festival of Diwali.</p>	<p>develop vocabulary to talk about what they can see. To explore buildings around the world as well as the local area. Children to go on a walk around the community and take photos of the buildings and structures.</p> <p>To understand the meaning of Christmas</p>	<p>they notice. To experience first-hand what happens to materials when frozen or heated. To develop an understanding of a life cycle and how penguins develop through time. To develop an understanding how you care for birds in the winter. Children to look at owls and how they live in cold conditions. Children to visit an owl sanctuary and talk about what they see.</p> <p>Children find out about the Bible and hear some stories about Jesus.</p>	<p>butterfly and seeds. To explore and talk about the differences in materials and the changes they notice. To carry out experiments and talk about what they see. Children to find out about colours and mixing through investigations such as skittles, puddle splash and dyed celery.</p> <p>To gain an understanding behind the Easter story</p>	<p>footprints can be made. Children find out about Christian baptism.</p>	<p>To further develop their understanding of what makes them unique and discuss the differences between them. To look at why it rains and why we need rain to make the world a better place. Children find out about Raksha Bandhan.</p>
<p>Expressive Arts and Design</p> <p>Music Art DT Computing</p>	<p>Key knowledge</p> <p>Children to express their own ideas of family through taking on the various roles within the home corner. To use mirrors to look at facial features and name them - discuss emotions. How do I look when I am happy etc Draw a face and body - discuss shape. What do I need to include? Use a full length mirror.</p>	<p>Key knowledge</p> <p>To develop using a mixture of materials to build their models of the different buildings they have been looking at from around the world. Children to use photos of buildings to refer to through the design process.</p>	<p>Key knowledge</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, grace etc to create transient art.</p>	<p>Key knowledge</p> <p>Children to experiment with colour mixing and talk about the effects of adding white. To use powder paints and allow free exploration of colour mixing to create their own Elmers and butterflies.</p>	<p>Key knowledge</p> <p>Children will listen to different pieces of classical music and talk about how it makes them feel and think about how dinosaurs would be moving. Children to use instruments to express how donosaurs would move linked to the sounds they can hear.</p>	<p>Key knowledge</p> <p>Children to use their knowledge of instruments to help them create music to go with their water themed movements. To consolidate knowledge of materials to help them create a large scale collage of the rainbow fish.</p>

Nursery Curriculum Map A

	<p>Learn to sing head, shoulders, knees and toes. Also if you're happy and you know it.</p> <p>To develop an understanding of transient art- use love hearts to fill with natural materials and beads/moziac tiles etc - create patterns</p> <p>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 three billy goats gruff children to watch a video about bridges. Children to work together to construct a bridge to cross.</p> <p>Children to watch a video from Balamory. Looking at the different coloured homes. Children to use various construction materials to make their own home. Parents to be invited in to support.</p> <p>To explore paint using various tools. Share images from Friedensreich Hundertwasser - paintings of buildings. Children to draw their own home in his style.</p> <p>Sing and perform Christmas songs</p>	<p>Children to be given opportunity to draw life objects with a focus on adding details eg snowmen, igloos, Antarctic animals</p> <p>Children given sugar cubes to make their own igloo.</p>	<p>To join materials in different ways to make models of Elmer, butterflies</p> <p>To create their own version of Andy Wahol's flowers (put altogether to Create a collective piece). Children choose their own colours / mix first.</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>Children to create dinosaur and fossils by exploring materials and experimenting ways they can be joined together.</p> <p>Compare to the shell of a snail. Use Matisse's The Snail for inspiration and recreate.</p>	<p>Children to use colour mixing to create the perfect sea scene.</p> <p>Children to listen to Handle water ballet and move around to the music.</p>
<p>Engagement Ideas</p>	<p>Beginning of Term - children bring in family photos for their family.</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>Children to look at different buildings from around the world. Take children on a local walk and look at the local buildings.</p> <p>Towards the end of term plan a trip to Rossmere forest school or Summerhill to take part in den building.</p>	<p>Children to be given the opportunity to watch animals develop either through live video feeds, trip to kirkleatham hall or zoo lab.</p>	<p>Children to look at Artists such as Jackson Pollock and Andy Warhol and recreate their art work on a large scale. At the end of term hold a colour run with family members.</p>	<p>Children to visit a natural history museum. At the end of term families can take part in a 'dino hunt' - follow maps to find fossils.</p>	<p>Children could visit the sea life centre to find Nemo. With friends and family they can visit a water fountain in the local park. To end the unit children and adults to have a water fight.</p>

Nursery Curriculum Map A

<p>Key Links to Curriculum Drivers (Memorable Experiences/ Express Event)</p>	<p>Partnership with parents - parents to join their children in pumpkin carving Cultural enrichment Transient Art - Richard Shilling (light) Seasonal / religious celebrations - Harvest/ Halloween Visits / Visitors - Park / member of the community - how do they help us?</p>	<p>Partnership with parents - Parents to create a 3D model of a building (of their choice) at home with their child Cultural enrichment Friedensreich Hundertwasser - paintings of buildings Architecture of Zaha Hadid Look at famous buildings from around the world. Seasonal / religious celebrations - Divali, remembrance day, bonfire night, Christams Visits / Visitors - Rossmere forest school,</p>	<p>Partnership with parents - weather permitting - invite parents into outdoor area to build a snowman Cultural enrichment The snowman Seasonal / religious celebrations - Valentines day, Shrove Tuesday Visits / Visitors - Kirkleatham owl center, Zoo labb</p>	<p>Partnership with parents - family colour run Cultural enrichment Jackson pollock / Andy Warhol flowers Seasonal / religious celebrations - Mothers day, Holi, Easter Visits / Visitors garden center, local church</p>	<p>Partnership with parents - family invited to create fossils Cultural enrichment Charles Darwin and Mary Anning Matisse - The snail Penderecki-sinfonietta No. 2 Seasonal / religious celebrations - Eid Visits / Visitors Teesaurus Rex park</p>	<p>Partnership with parents - family graduation day, Water fight Cultural enrichment Look at a selection of seascapes - mix shades of blue and green. Explore adding water and creating illusion of movement. Listen to Handel water music and ballet Seasonal / religious celebrations - Fathers day Visits / Visitors Trip to the beach, sea life center</p>
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