



## Nursery/Reception Curriculum Map A



Key texts	The three little pigs	Kippers birthday Three billy goat gruff The Christmas story	The ugly Duckling  Oliver's vegetables	Hungry caterpillar  Ahh Spider	Mr Grumpy Outing  Little red riding hood	Owl Babies  Stanley stick
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Links to Curriculum Drivers (Memorable Experiences)</b>	<p><b>Partnership with parents</b> Transient art session Talk matters parent session - Play with me Pumpkin Carving Session</p> <p><b>Cultural experiences</b> eg music/artists - Three little pigs ballet (CBeebies)</p> <p><b>Seasonal / religious celebrations</b> - Harvest festival Halloween</p> <p><b>Curriculum enhancement</b> Den building (summerhill)</p>	<p><b>Partnership with parents</b> - Talk matters parent session - Talk with me Nativity performance</p> <p><b>Cultural experiences</b> eg music/artists - music of different cultures Eric Boswell -little donkey Traditional Christmas music</p> <p><b>Seasonal / religious celebrations</b> - Bonfire Night Christmas</p> <p><b>Visits / Visitors</b> Church</p> <p><b>Curriculum enhancement</b> Church nativity</p>	<p><b>Partnership with parents</b> - Talk matters parent session - Listen to me</p> <p><b>Cultural experiences</b> eg Ugly duckling ballet CBeebies</p> <p><b>Seasonal / religious celebrations</b> - - A Chinese new year celebration -Pancake day/ lent</p> <p><b>Visits / Visitors</b> - Visit to an allotment</p> <p><b>Curriculum enhancement</b> - Planting vegetables to grow</p>	<p><b>Partnership with parents</b> - Talk matters parent session - sing songs and rhymes with me.</p> <p><b>Seasonal / religious celebrations</b> - Mother's Day Easter</p> <p><b>Cultural experiences</b> eg music/artists - Matisse snail</p> <p><b>Curriculum enhancement</b> - Caterpillar eggs</p>	<p><b>Partnership with parents</b>- Talk matters parent session - Share stories with me</p> <p><b>Cultural experiences</b> eg Red riding hood ballet CBeebies</p> <p><b>Seasonal / religious celebrations</b> Father's Day</p> <p><b>Curriculum enhancement</b> - Family picnic.</p>	<p><b>Partnership with parents</b> - Parent share and celebration. children show off their achievements.</p> <p>Sports day</p> <p><b>Visits / Visitors</b> - Kirkleatham owl centre</p>



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<p><b>Engagement Ideas</b></p>	<p>Autumn explorers- encourage children to collect treasures.</p> <p>Can they build a house so it doesn't blow down ( by a hairdryer or fan)</p>	<p>Hold a party for Kipper</p> <p>End of the half term - parents attend the nativity play/song session</p>	<p>Towards the end of the half term - visit an allotment and look at all the different vegetables they have</p> <p>Live- online egg hatching</p>	<p>Live- caterpillar eggs</p>	<p>Picnic in the wood with family</p>	<p>Visit to see the owls and other mammals at Kirleatham hall</p>
<p><b>Communication and Language</b></p> <p><b>Reception</b></p>	<p>Introduce and develop social phrases as part of their routine</p> <p>Talk about themselves and their families. Learn new vocabulary related to families and themselves</p> <p><b>Ask questions to find out more about each other.</b> Develop the skills of listening and looking at the adult and why it is important. Engage in stories to learn new knowledge and vocabulary.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Children use listening skills to listen to and talk about stories to build familiarity and understanding.</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>They learn and use the new vocabulary taught, during their play. Play who is saying what. Ask questions to find out more and clarify understanding Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn songs (in preparation for Nativity).</p>	<p>To listen attentively to stories and talk about what they have heard.</p> <p>To learn stories and act them out using expressive language.</p> <p>They learn new vocabulary linked to texts</p> <p>To build on their understanding of questions and introduce why.</p> <p><b>Ask questions about life cycles of a seed.</b></p> <p><b>To use story language in play</b></p> <p><i>Core Poetry/Song</i> Let's invent a monster- Zim, Zam Zoom London Bridge Hot Cross Buns The Queen of Hearts</p>	<p>Role play and act out linked stories using small world.</p> <p>Discuss characters feelings and link to own experiences <b>speaking in clear precise sentences.</b></p> <p><b>Re tell story using vocabulary from book</b></p> <p>Play listening games focussed on auditory discrimination.</p> <p>To begin to recognise and hear rhyme in story.</p> <p>Encourage children to share and compare their own experiences of farms or pet shops with the group</p> <p><i>Core Poetry/Song</i> Pirate Pete- Zim, Zam Zoom Mary, Mary quite contrary Mary had a little lamb</p>	<p>Practise retelling their own and familiar stories using a map and actions.</p> <p>To act out the story of red riding hood using complete sentences</p> <p>To talk about what they can see and listen to sounds in words.</p> <p><i>Core Poetry/Song</i> Slowly, Slowly Here is the beehive I know an Old Lady</p>	<p>Dress as 'characters'/ people from the stories and discuss / ask questions about their roles Children learn about and discuss ways of being healthy.</p> <p>Children are engaged in stories related to journeys. <b>They are then encouraged to innovate on this story to create their own.</b></p> <p>Children start to ask questions about what they hear.</p> <p><b>Children to read key words and simple sentences to match to feelings.</b></p> <p><b>Children begin to critically evaluate the stories and their characters</b></p> <p>Children to sequence and retell both core texts</p>



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	<p>Gather a selection of construction materials and equipment, such as building blocks, tools and safety hats. Provide the children with two verbal instructions at a time to help them construct a house. For example, 'Put on your safety hat and pick up a hammer.' Can they follow your instructions and make a house?</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs (in preparation for Harvest)</p> <p><i>Core Poetry/Song</i> Leaves turn orange Cauliflowers Fluffy Dingle, dangle scarecrow The Squirrel 10 green bottles Here we go around the mulberry bush</p>	<p><b>Children learn to connect one idea to the next and express this in speech using a range of connectives.</b></p> <p><i>Core Poetry/Song</i> BEwARe - Zim, Zam Zoom Hickory Dickory Dock Two little dicky birds</p>				<p>Children to innovate story and create own version.</p> <p><i>Core Poetry/Song</i> Hey Let's go- Zim, Zam Zoom Alliteration songs- Peter Piper Betty Butter Pat-a-Cake</p>
<p>PSED  PSHE</p>	<p>To separate from adult with support.</p>	<p>Build constructive and respectful relationships.</p> <p>They talk about being different and how that makes everyone special</p>	<p>Talk about feelings and how they feel when they find something hard.</p> <p>Develop knowledge of perseverance- link to story</p>	<p>Can they work as a team to make a spiders web together?</p> <p>Work as a team to make cocoons around a child, using toilet tissue. Talk about the</p>	<p>They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships..</p>	<p>Teach children to match feelings and behaviour - how did the owls feel at different parts of the story.</p>



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<p>Develop their knowledge of themselves and what makes them unique.</p> <p>Help children to see themselves as individuals with unique qualities and characteristics and feelings - use this to support them to respect those of others. Help them to build positive, respectful relationships.</p> <p>What does being Ready, Respectful and Safe mean / look like?</p> <p>Children are encouraged to show resilience and perseverance in the face of challenge. Think about the perspectives of others. Link to little red hen and ho where her friends were not helpful</p> <p>Being Me In My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>but also recognising that we are the same in some ways.</p> <p>Children to talk about their own family and who they live with.</p> <p>They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them</p> <p>The children talk about their homes and are asked to explain why it is special to them.</p> <p>Celebrating Difference</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>and how they never gave up until the turnip was out.</p> <p>Talk about pancake day and why some people celebrate it. Discuss that people have different beliefs.</p> <p><b>What makes you special and unique</b></p> <p><b>Consider what goals they want to achieve this year and what they will need to do to achieve this.</b></p> <p>Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals Jobs</p>	<p>changes that happen before and after a caterpillar makes a cocoon</p> <p>Talk to the children about caring for minibeasts and wildlife in the local area. • Have some minibeasts in the setting for children to care for and observe - caterpillars are ideal for this and provide lots of opportunities for observation and discussion about how to care for the caterpillars as they grow and change into butterflies.</p> <p>The class also discuss stranger danger and what they should do if approached by someone they don't know.</p> <p>Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Talk in a group about things that Little Red Riding Hood could take to Grandma to make her feel better. You could create a list together. Encourage the children to explain how these items would help her</p> <p><b>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.</b></p> <p>Talk about positive characteristics of the different characters. What is Little Red Riding Hood good at? What about the woodcutter? Does the wolf have any positive traits?</p> <p>Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>How did Stan feel about his stick?</p> <p>Discuss behaviour as a result of feelings - is it acceptable? Does it help? Plan positive steps of what we can do when we feel x or we do y?</p> <p>Children understand that change can bring about positive and negative feelings, and that sharing these can help..</p> <p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.</p> <p>Discuss how they have changed over the year</p> <p>Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Transition</p>
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<p><b>Physical Development</b></p>	<p>Children will learn how to use one handed tools with increasing control.</p> <p>They will develop the skills to choose tools appropriate for purpose and work cooperatively with peers.</p> <p>To take on and off their own coat and hang it up.</p> <p><b>Support children to refine the movements they have developed in Nursery (climbing, riding, balancing, hopping, jumping).</b></p> <p><b>They will learn to use a knife and fork independently (involve parents to support with this at home).</b></p> <p><b>Practise getting changed for PE and dressing themselves afterwards.</b></p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - Also refine cutting skills with scissors.</p> <p>Combining different movements with ease and fluency.</p> <p>To move freely in arrange of ways.</p> <p>Children will work cooperatively outdoors and indoors - safely using resources and apparatus.</p> <p>They will use outdoor equipment to develop overall body-strength, balance, co-ordination and agility.</p> <p><b>To write their name</b></p> <p><b>To become increasingly independent in doing zips, buttons and jumpers</b></p> <p><b>focus on eating with a knife and fork.</b></p>	<p>Seed sorting with tweezers to strengthen fine motor skills.</p> <p>Moving to music to show the cycle of a seed to a carrot.</p> <p>To know the importance of brushing teeth and can independently do so.</p> <p><b>Have some pancake races! Challenge the children to flip a pancake in a pan whilst completing a short race!</b></p>	<p>To use a range of tools <b>independently</b> and accurately to get insects out of spiders web.</p> <p>Re-enact the life cycle of a butterfly. How would each stage be dramatized?</p> <p>Encourage children to explore different ways of moving to represent different minibeasts.' To negotiate space as they move.</p> <p>To show increasing control of pens, pencils being able to follow and create lines and circles.</p> <p>Make paper chain caterpillar by cutting strips of coloured paper.</p> <p>Talk about healthy and unhealthy foods</p>	<p>Challenge children to move in different ways through the forest by providing different obstacles. Can they show different ways to jump over a stream made from fabric or climb over rocks made from wooden blocks?</p> <p>Adapt the ring game Here We Go Round the Mulberry Bush to fit the Little Red Riding Hood theme. Include verses, such as, 'This is the way we ... walk through the forest' or '... skip past the trees'. Introduce a range of verses and encourage children to dance along, perform the actions and then add their own verses.</p>	<p>Children to independently get dressed eg buttons, zips etc.</p> <p>Children to make pom pom owls showing a preference for a dominant hand.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>To continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Introduce smaller items, normal scissors, rulers, tweezers,</p> <p><b>To refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</b></p> <p><b>To continue to develop ball skills eg throwing and catching</b></p>
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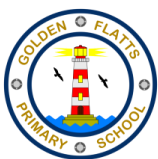


<p><b>Literacy</b></p>	<p><b>Key knowledge</b> Children talk about stories read to them, using new vocabulary. Children will retell familiar stories eg The three little pigs</p> <p>Children to plot events of the story and act out using props.</p> <p>Create a story lane of events using pictures and key words.</p> <p>To engage in phase 1 phonics. Children to listen to and talk about environmental and instrumental sounds</p> <p>To develop visual discrimination skills</p> <p>Children to practise making up and down and side to side movements.</p> <p><b>Develop writing own name, correct letter formation.</b></p> <p><b>Begin to spell words by identifying the sound and writing the grapheme.</b></p>	<p><b>Key knowledge</b> 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.</p> <p>Children to match objects that have the same initial sound. Children to note similarities and differences between two objects.</p> <p>To name the different parts of a book</p> <p>To write a pretend shopping list for santa</p> <p>To start to write their name.</p> <p><b>Write a class poem using an adjective/noun/verb</b></p>	<p><b>Key knowledge</b> Listen to, share and explore a range of books including non-fiction.</p> <p>Engage in conversation about the book and what has happened.</p> <p>Children to use pens, brushes and ribbons to make large and small shapes such as circles, squares, triangles and rectangles.</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><b>Discussing feelings of characters as they move through text.</b></p>	<p><b>Key knowledge</b> 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>Create a story map with the children. Draw simple pictures to represent the different parts of the story. As a group, retell the story in your own words, using the map as a guide</p> <p>To sequence pictures from the text</p> <p><b>Innovate the story adding new characters and settings</b></p> <p><b>Make information books on minibeasts eg spiders. Using simple sentences and key vocabulary</b></p> <p><b>Learn to write simple sentences with a capital</b></p>	<p><b>Key knowledge</b> To retell the narrative using props and images.</p> <p>Children to talk about what they can see and write initial sounds</p> <p>Children to hear initial sounds and match up objects</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.</p> <p>To continue to develop their phonological awareness through phase 1 activities.</p> <p><b>Children to write short sentences</b></p> <p><b>To create a story map of story and retell using images.</b></p> <p><b>Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of</b></p>	<p><b>Key knowledge</b> Re-tell a familiar story.</p> <p>To sequence events from traditional story</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>Children to use pens to correctly form letters within their name.</p> <p><b>To create story hill for both core texts.</b></p> <p><b>Children to innovate parts of a known story and write their own version.</b></p>
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	<p>Children to think of words to describe the pigs or the wolf.</p> <p>Write a group letter asking why the wolf blew the house down?</p> <p>To take part in daily RWI sessions</p>	<p>pattern linked to fireworks.</p> <p>They begin to read simple sentences/phrases (including common exception words).</p> <p>Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p>	<p>Make a zig zag book telling a story - ugly duckling Act out story using simple story lane/map</p> <p>Write instructions on how to grow a vegetables. Look carefully at videos of ducks and lifecycles</p> <p>Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p>	<p>letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p>	<p>the week (Love to Read/Write/Talk session).</p>	<p>Children to independently retell text through images and key words.</p> <p>Children to build and hold a sentence.</p> <p>Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p>
<p><b>Maths Linked to NCETM and LTP</b></p>	<p><b>Key knowledge</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 0-2 objects. Children to recognise basic 2d shapes in and around the environment.</p> <p><b>Children will count actions and sounds and</b></p>	<p><b>Key knowledge</b> Children to build with a range of resources and compare size using mathematical vocabulary. Children to develop subitising up to 2 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><b>Key knowledge</b> They show fingers up to 4 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</p> <p><b>Children explore the composition and</b></p>	<p><b>Key knowledge</b> 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 4 Children to continue to develop subitising skills up to to 4.</p>	<p><b>Key knowledge</b> 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 confidently tell you the composition of numbers 0-5.</p> <p><b>Children compare quantities in the context of the theme (eg. minibeasts) They count verbally beyond 20, recognising the pattern of the counting</b></p>	<p><b>Key knowledge</b> 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.- bows, spoons etc</p>

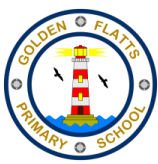


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	<p>play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and ordinal language linked to a story. They will talk about pattern and size- linked to transient art work.</p>	<p>Children will count actions and sounds and play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and directional language linked to the children's agility course. They will Compare length and weight of animals in the role play areas.</p>	<p>decomposition of numbers to 10. They will compare quantities of objects linked to the theme eg seeds, using appropriate mathematical language. They will also compose and decompose shapes as they create 2D and 3D models.</p>	<p>Children learn number bonds to 10 (using a 10 frame / The part whole model to 10) They will understand consecutive numbers and be able to show one more/less than a number. Children to create simple pictograms. They will compare weight, length and capacity - linked to the role of a farmer.</p>	<p>system. Children will practise subitising to 5 and recalling number facts using the context of the theme. Children to recognise numerals to 20</p>	<p>Children to notice and correct errors in repeating patterns. Children to look at shape and size and order them</p> <p>Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. They verbally count beyond 20, recognising the pattern of the counting system. Children to recognise numerals to 50.</p>
<p>Understanding of the world</p> <p>Science History Geography RE</p>	<p>Key knowledge</p> <p>Look at the different materials used to build the houses. Can we sort into two or three groups.</p> <p>Look at the houses in the local area- how do they differ to that in the book.</p>	<p>Key knowledge</p> <p>Develop their knowledge of themselves now and in the past - their bodies/ growth / life cycle / families.</p> <p>Plant grass seeds and watch them grow. How do we look after it?</p> <p>Look at goats and their features.</p>	<p>Key knowledge</p> <p>Discuss different vegetable and how they grow. Children to grow their own vegetables such as beans, cress and carrots. Discuss what they need to grow.</p> <p>Talk about the forces used eg pushing and</p>	<p>Key knowledge</p> <p>Children observe / record changes in caterpillars to butterflies.</p> <p>Animals that lay eggs - explore their natural environments.</p> <p>Talk about the similarities and differences. Children to sort animals that do and don't</p>	<p>Key knowledge</p> <p>Talk about wolves and discuss features and habitat.</p> <p>Make biscuits for grandma and look at how the materials change.</p> <p>Look at what floats and sinks- what could we make a boat out of to help Mr Grumpy.</p>	<p>Key knowledge</p> <p>Look at types of birds and where they live and what they like to eat.</p> <p>Investigate nocturnal animals.</p> <p>Where do we find different types of birds- look at a world map and locate?</p>





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	<p>Children visit a church at Harvest. <b>They also discover Shabbat.</b> Children will take part in a range of activities linked to the festival of Diwali.</p>	<p>Look at different materials that bridges could be made out of Discuss properties and find the best material to build a bridge to hold the billy goats. <b>Goats are herbivorous mammals. In small groups, explore the meaning of herbivore and mammal and make a collection of other animals that are herbivore or/and mammals.</b></p> <p>Look at bridges from around the world. <b>Goats usually live in mountain ranges and can be found in areas of Asia, Europe, Africa and North America.</b> Use maps to find the different continents and explore some of the different mountain ranges that they can find</p> <p>Children learn about the meaning of Christmas and how Christmas is celebrated in churches.</p>	<p><b>pulling. What else needs to be pushed or pulled</b></p> <p>Children to plant seeds and care for them. To understand the life cycle of a plant</p> <p>Visit an allotment- what is same or different to that of our outdoor space</p> <p>Why do we make pancakes? What is the meaning of shrove Tuesday?</p> <p>To understand Chinese New Year and its celebrations.</p> <p><b>Children look at the bible and listen to some stories that Jesus told. They also find out about other holy books.</b></p>	<p>lay eggs. Life cycle of a butterfly</p> <p>To look at spiders and how they spin their webs</p> <p><b>which minibeasts are found in the uk and what is found else where around the world. Locate on map.</b></p> <p>Children learn about Easter and Easter celebrations in churches.</p>	<p>Talk about past and present-grandma as a little girl. <b>Compare toys she had with those little red riding hood has.</b></p> <p>Describe what the see, hear and feel</p> <p><b>Children to talk about a journey they have been on.</b></p> <p><b>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</b></p> <p>Children find out about the Bible and hear some stories about Jesus.</p>	<p><b>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</b></p> <p>Children find out about the Bible and hear some stories about Jesus.</p>
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## Nursery/Reception Curriculum Map A



<p><b>Expressive Arts and Design</b></p> <p>Music Art DT Computing</p>	<p><b>Key knowledge</b> Create self-portraits. They listen to Little help from my friends - The Beatles. Children to explore colour and colour mixing <b>Children learn to mix colours and focus on Autumn colours. Paint Autumn trees - pointillism using cotton bud for leaves - Georges Seurat</b> Children to do wax rubbings or different types of buildings and surfaces Exploring the sounds of different instruments, encourage the children to think about the sound the houses made when they fell down. Do they think all of the houses made crashing sounds? Ask the children to think about the sound of a straw house falling down. Can they recreate that sound?  <b>Children learn to recognise and replicate a steady beat (use body percussion - link to tapping syllables)</b>  Children listen to</p>	<p><b>Key knowledge</b> Using drums or tambourines, encourage the children to keep a steady beat to represent the goats trip-trap footsteps. <b>Can the children change the speed and volume of the beat as they switch between the different goats? How can they use their instrument to show the troll?</b>  Sing and perform Christmas carols for church visit / nativity  Give each child a paper plate and tell them that their challenge is to turn the paper plate into a goat or troll mask. <b>What will they need? How will they make it?</b>  <b>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</b></p>	<p><b>Key knowledge</b> Pancakes- The children could think of different sounds to accompany a recipe e.g. sieving in the flour could be a tambourine and cracking in the eggs could be a wood block.  Children to create movements to the ugly duckling song- Walt Disney.  Make Chinese dragon for Chinese new year.  Follow instructions to make pancakes and begin to notice how the state changes before and after it is cooked.  <b>Children to use cameras to capture the sequence of making pancakes/ dragon dance/ seeds</b>  Watch waltz of the flowers (from nutcracker) and begin to move rhythmically to the music. Can children move appropriately and talk about their movement choices? Clap to the beat in a circle as children partner dance.</p>	<p><b>Key knowledge</b> Watch and listen to Preschool Learn to dance Butterfly wings. Children to move like a butterfly putting sequence together, <b>Watch and talk about dance and performance art, expressing their feelings and responses</b>  Children to create symmetrical butterfly prints using arrange of paints and shapes.  Children to create mosaic butterflies  <b>Children follow the steps to draw and make spiders.</b>  <b>Look at Matisse snail and create art piece.</b>  Children make puppets to represent characters from stories read so far.  To use computers to draw butterflies man using 2simple</p>	<p><b>Key knowledge</b> Provide a range of percussion instruments and noise makers for the children to use to create sound effects for the story events and the characters. <b>Encourage children to talk about which instrument would be best for each character and event.</b>  <b>Play wolf-themed music, for example Peter and the Wolf and invite children to create marks inspired by the music on a large roll of paper on the floor.</b>  To mix different shades of red  Provide card, tubes and lolly sticks and challenge children to make Little Red Riding Hood and wolf puppets using a variety of tools and techniques. Set up a simple puppet theatre by covering a table with fabric and inviting children to kneel behind and create a puppet show for their friends.  To make a boat for Mr grumping journey</p>	<p><b>Key knowledge</b> Free exploration of musical instruments- Can they create a performance using dance and song?  <b>Explore and engage in music making and dance, performing solo or in groups.</b>  To independently make owls from paper plates and other loose part materials available to them  To make their own stick man to take on journeys  <b>To make owl pom poms by weaving wool round circle cardboard</b>  <b>Children explore moving toys</b></p>
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## Nursery/Reception Curriculum Map A



	<p>Learn to sing and perform harvest songs for an audience. Children to explore musical instruments</p> <p>Look at the work of Andy Goldsworthy - Create Transient art pictures using Autumn leaves, conkers, fir cones, sticks, etc... large and small scale (indoor and outdoor) Use the book Leaf Man. Children to represent themselves. Children explore materials</p>					
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