

## NURSERY Curriculum Map (2021/2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>						
<b>Communication and Language</b>	Can express their own needs and wants so that an adult can understand these. Listen and respond to simple instructions. Can join in simple actions songs. Understands single words in context (e.g. cup, milk, mummy).	Make eye contact when someone is talking. Beginning to listen to other people's talk with interest (easily distracted). Begin to use correct pronouns for themselves and others.	Turn take in conversations - often jumping from topic to topic. Listen to simple stories and understand what is happening with the help of pictures. Understand a question or instructions that has two-parts. Can use talk to organise play.	Understand 'why;' and 'how' questions. Sing a large repertoire of songs. Know rhymes and can begin to join in with these.	Listens to other people's talk with interest and is beginning to respond appropriately. Develops communication (irregular use of tenses) Can use longer sentences (four to six words) to communicate. Can use talk to organise play.	Know rhymes and can join in with repeated refrains. Can express a point of view and debate when they disagree with adults/peers. Can use sentence joiners (and, because, or etc.) Is beginning to use future or present tense.
	Modelling of language skills, key vocabulary, listening skills and ways to communicate effectively with others. Introduction of Helicopter Stories (Spring 2 term)					
<b>PSED</b>	Settling into Nursery Leaving known adults Making new friends Engage with others through gestures, facial expression and talk. Can express a range of emotions.	Play with increasing confidence on their own and with other children. Feel confident in setting and explore. Independence grows so that they reject help, this sometimes leads to frustration.	Beginning to show control - waiting their turn, sharing resources etc. Be increasingly able to talk about and manage emotions. Develop friendships with other children.	Notice and ask questions about differences (skin colour, types of hair, gender, ability, needs etc). Explore emotions through play and stories.	Talk about feelings in more elaborate ways (e.g. I am ____ because ____).	Enjoys the company of other children, plays with them and takes turns.
<b>PSED - Jigsaw</b>	<b>Being Me In My World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<b>Celebrating Difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<b>Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Changing Me</b> Bodies Respecting my body Growing up Fun and fears Celebrations
<b>Physical Development</b>	Willing to try new foods (different tastes and textures) Can kick, throw and attempt to catch balls. Can run well, jump with both feet off the ground at the same time. Can use cups / water bottles independently..	Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control over resources. Begin to explore different materials and tools. Can use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group	Can use the toilet independently (know when they need to use the toilet, have few accidents, able to have good hygiene when using the toilet). Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Decide which movement is best suited for different activities in the setting (e.g. crawl through a	Use large and small motor skills to do things independently (e.g. managing buttons, zips and pour drinks independently). Choose the right resources to carry out their own plan. Collaborate with others to manage large items safely. Use one-handed tools and equipment with increasing accuracy.	Can use balance bikes confidently.	Can walk, run, jum, hop on one leg and climb confidently around the setting. Can spin, roll and independently use ropes and swings. Can confidently climb, catch a large ball and pedal a tricycle.

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		activities which they make up themselves or in teams.	tunnel, walk or run across a beam depending on its length and width. Show preference for a dominant hand when writing, drawing, painting, mark making.			
<b>Literacy</b>	Make marks on their pictures to represent their name. Develop play around favourite stories using props.	Start to develop phonological awareness so that they can spot and suggest rhymes.	Continue to develop phonological awareness so that they can count or clap syllables in a word.	Engage in extended conversations about stories, learning new vocabulary.	Continue to develop phonological awareness so that they can recognise words with the same initial sound.	Understand that print has meaning, can have different concepts, read left to right, names of different parts of a book and uses of pages. Write some or their name (initial sound). Can write some letters that can be recognised.
<b>Literacy - Reading / Phonics Fiction</b>	Stories about starting Nursery I'm Absolutely Too Small For School	Nursery Rhymes	Harry and His Bucketful of Dinosaurs We're Going on a Bear Hunt	Traditional Tales: The Gingerbread Man Jack and the Beanstalk Cinderella	Occupations Police officers Nurses / doctors Firefighters (Fireman Sam) Construction workers (Bob the Builder)	Stories about the seaside and sea animals: Sharing a Shell What the Ladybird Heard at the Seaside
			Phase One phonics		Initial sounds Oral segmenting	
<b>Literacy - Reading / Writing Non-Fiction</b>			<i>Books about dinosaurs</i>			<i>Books about the seaside and sea animals</i>
<b>Number</b>	Compare objects by saying 'lots', 'more'. Begin to develop counting-like behaviour (making sounds, pointing or saying some numbers in sequence). Take part in finger rhymes with numbers. Count in everyday contexts (claps, jumps, stairs, fruit, cars, etc).	Have an awareness of numbers (through song and everyday counting). Can say numbers (not necessarily in order) when they are counting.	Start to count with 1:1 correspondence. Begin to recognise numerals and can match these to quantities. Can begin to compare quantities using language such as 'more than', 'fewer than'	Develop fast recognition of up to three objects without counting them individually. Recite numbers past 5. Show finger numbers up to 5. Begin to introduce 5 frames.	Say one number for each object in order (1 - 5). Link numerals and amounts (e.g. showing the right number of objects to match the numeral - up to 5). Experiment with own symbols and marks as well as numerals. Begin to solve real word mathematical problems up to 5.	Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Can compare quantities using language such as 'more than', 'fewer than'. Confident in using a 5 frames and what it represents,
<b>Shape, Space and Measure</b>	Combine objects (like stacking blocks, Lego, cups etc). Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Build using a range of	Talk about patterns in their environment. Talk about and explore 2D and 3D shapes in the environment and begin to use informal and mathematical language such as 'sides', 'corners', 'straight', 'flat', 'round'.	Talk about and identify patterns around them (stripes on clothes, designs on rugs) and use informal language (pointy, sotty, blobs). Combine shapes to make new ones (e.g. an arch, a bigger square etc.).	Notice a repeating pattern and can continue the pattern (colour, shape, object etc). Begin to know times of the day (morning, afternoon, lunchtime, dinner time).	Notice repeating patterns and recognize an error in the pattern. Talk about and explore 2D and 3D shapes in the environment and talk about properties.	Notice repeating patterns and can correct an error in the pattern. Begin to describe a sequence of events (real or fictional) using words such as 'first', 'then'. Select shapes appropriately: flat surfaces

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	resources. Complete inset puzzles independently. Notice patterns and arrange things into patterns. Compare sizes, weights using some language (bigger/little/smaller - tall/high).					for building, a triangular prism for a roof etc.
<b>Mathematics</b>	To have numerals, shapes and mathematical objects in the environment that can be used for play purposes. be able to use a range of prepositions and special (in, on, under, down, besides etc.) words in play. Make comparisons between objects relating to colour, size, length, size, length, weight and capacity. Learn / read a range of songs / texts with numbers in them.					
<b>Understanding the World</b>	Notice differences between different people. Make connections between the features of their family and other families.	Begin to understand the need to respect and care for the natural environment and all living things	Begin to know there are different countries in the world - that they live in England but may visit other countries on holiday (home countries).	Talk about the differences between materials and changes they notice (linked to cooking) Plant seeds and care for growing plants (linked to literacy) Understand key features of the life cycle of a plant or animal (linked to literacy) Begin to understand the need to respect and care for the natural environment and all living things (linked to literacy)	Show an interest in different occupations (linked to literacy)	Know that there are different countries in the world and talk about differences they have experienced or seen in photos. Explore and talk about different forces they can feel (linked to water)
	Continue developing positive attitudes about the differences between people (diversity between people, similarities and differences between families and cultures). Christmas, Easter (new beginnings), Eid, Chinese New Year, Diwali etc. (celebrations celebrated should focus on the diversity of the cohort). Explore how things work. Begin to make sense of their own life-story and family history Use their senses in hands-on exploration of natural materials. Explore natural collections of materials with similar/different properties. Talk about what they see, hear, smell, taste, explore using a wide range of vocabulary.					
<b>R.E</b>	Religious traditions and festivals		Religious stories (including Easter)		Special Books	
<b>Expressive Art and Design</b>	Through the year pupils will have opportunities to explore, be taught the following:					
	Take part in simple pretend play, using objects to represent something else. Begin to develop complex stories using small world resources. Make imaginative and complex 'small worlds with construction resources. Explore different materials freely to develop ideas about how to use them. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use shapes to represent objects.			Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express feelings and ideas.		

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	<p>Draw with increasing complexity and detail. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour-mixing.</p>	
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### Life Skills

<b>Nursery</b>	Make new friends <i>(Personal, Social, Emotional Development)</i>	Learn a Nursery Rhyme <i>(Expressive arts and design)</i>	Build a sand castle <i>(Understanding the world)</i>	Play in the rain/snow <i>(Understanding the World)</i>	Learn a song and perform it to an audience <i>(Communication and Language)</i>	Learn to recognise my name <i>(Reading)</i>	Learn to jump high <i>(Physical Development)</i>	Grow a bean <i>(Understanding The World)</i>	Bake a cake <i>(Understanding the World)</i>	Make a card <i>(Expressive Arts &amp; Design)</i>	Post a letter / card <i>(Understanding the World)</i>
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