



Curriculum Map Nursery 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me	Amazing Animals	Brilliant birthdays	Mini Beasts linked to growing	Every day Heroes	Happy Holidays
<b>Wow Moment</b>	'All about Me' posters about the nursery teachers which are shared with the children so that positive relationships are established quickly. Children can then share their posters that they have provided.	A package is delivered, inside there is an assortment of Autumnal objects and woodland animals that link to the story of Percy the park keeper.	Birthday party with party bags	Campsite (tent etc) Nursery children to go on a mini beast hunt (mini beasts hidden around the area)	Childs battery operated fire-engine and fireman's outfit arrives in the nursery playground. Who uses something like this and what do they do?	Gazebo under the sea
<b>Role Play</b>	Home corner	Farm shop/ Home corner	Birthday party/ Home corner	Campsite/ Home corner	Train station/ Home corner	Aquarium/ Home corner
<b>Educational Visits/ visitors</b>	Children meet key people in school - e.g; Headteacher, cooks, office staff etc	Visit from a local farmer	Library	Stick insects to come into nursery	Visit from a member of the emergency services.	Beach trip
<b>Key Text Rhymes and songs</b>	Pete and Polo's Nursery School Adventure Lucy and Tom start school  I've got a body Tommy thumb Head shoulders knees and toes. The wheels on the bus	Percy the park-keeper Walking through the Jungle Dear Zoo Noisy Farm Baa baa black sheep Hey Diddle Diddle Moo, moo Jersey cow One elephant went out to play	Each Peach Pear Plum  5 little peas in a pea-pod pressed Mary, Mary quite contrary 5 little leaves so bright and gay.	The Very Hungry Caterpillar Jack and the Beanstalk The Enormous Turnip Starting School Insy wincy spider Wiggly woo Here is a bee hive Arabella Miller.	A Hero like you  Dr Foster Miss Polly had a dolly Down at the station early in the morning.	The Journey Home from Grandpa's Rosie's Walk.  The wheels on the bus. Down at the station. Row row row your boat. Puffa Train. Twinkle Twinkle chocolate bar.

	One finger one thumb keep moving.			A centipede was seeming to need 100 pairs of boots. Little Miss Muffet A butterfly was flying through a garden in July.		
PSED	<ul style="list-style-type: none"> <li>• Happy classroom rules</li> <li>• Mind-time</li> <li>• Identifying our own emotions (happy, sad, angry, worried)</li> <li>• Who is in my family- make individual family books</li> </ul>	<ul style="list-style-type: none"> <li>• Helping others- what makes a good friend</li> <li>• Friendships/developing relationships</li> <li>• Starting to think about how others might be feeling</li> <li>• Healthy teeth</li> </ul>	<b>Celebrating differences</b> <ul style="list-style-type: none"> <li>• Being proud</li> <li>• Families</li> <li>• Houses and homes</li> <li>• Starting to think about how others might be feeling - linked to characters from Fairy Tales</li> <li>• Personal care and toileting</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Healthy eating</li> <li>• Healthy teeth</li> <li>• Stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>• Road Safety</li> <li>• Revisit feelings</li> <li>• People who help us</li> </ul>	<ul style="list-style-type: none"> <li>• Sun safety</li> <li>• Health and Wellbeing Day</li> <li>• Transition</li> </ul>
CAL	Listening Games New school songs and rhymes School prayers	Key Vocabulary- theme	Key Vocabulary- theme	Key Vocabulary- theme	Key Vocabulary- theme	Key Vocabulary- theme
PD	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Paintbrush/ribbons</li> <li>• Moving with control</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Pegboards</li> <li>• Balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Threading</li> <li>• Climbing</li> <li>• Playground games</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Tweezers</li> <li>• Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Scissors</li> <li>• Ball skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop basic FM/GM skills</li> <li>• Pencil grip</li> <li>• Dancing</li> </ul>

L	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>Listening Games</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>Initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>SATPIN</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills linked to Phase 1 Phonics</li> <li>Sound talk and rhyming.</li> </ul>
M	<ul style="list-style-type: none"> <li>Recite numbers to and then past 5.</li> <li>Show 'finger numbers' up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on a zebra, designs on rugs and wallpaper.</li> <li>Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create</li> <li>Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>Number</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Say one number for each item in order: 1,2,3,4,5</li> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Understand position through words alone</li> <li>Talk about and explore 3D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li>Ordering size</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> </ul>	<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>Weight - linked to buckets</li> </ul>
UTW-Science	<b>Natural World</b> <ul style="list-style-type: none"> <li>exploring and using our senses- link</li> </ul>	<b>Natural processes</b> <ul style="list-style-type: none"> <li>melting- in the natural environment-</li> </ul>	<b>Natural Processes</b> <ul style="list-style-type: none"> <li>seasons- name and recognise how weather</li> </ul>	<b>Natural World</b> <ul style="list-style-type: none"> <li>plants- looking after plants in</li> </ul>	<b>Natural World</b> <ul style="list-style-type: none"> <li>magnets- continuous</li> </ul>	<b>Natural processes</b> <ul style="list-style-type: none"> <li>floating and sinking- explore through play and</li> </ul>

	with naming body parts <ul style="list-style-type: none"> <li>• focus on what we can 'see'</li> </ul>	explore icy mornings <b>Natural World</b> <ul style="list-style-type: none"> <li>• Naming animals</li> </ul>	changes- link with PSED- appropriate clothing etc <ul style="list-style-type: none"> <li>• Melting</li> </ul> <b>Natural World</b> <ul style="list-style-type: none"> <li>• Growing</li> </ul>	our nursery playground <ul style="list-style-type: none"> <li>• Caring for the environment link to rubbish/ compost</li> <li>• shadows- understanding that shadows make the shape of our bodies.</li> </ul>	provision- magnets toys- cars etc.	continuous provision
UTW- Geography	<ul style="list-style-type: none"> <li>- name and describe environments</li> <li>- nursery</li> <li>- inside</li> <li>- outside</li> <li>• Where do I live?</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons- Autumn into Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the changing seasons (Winter/ Spring)- dressing for weather</li> <li>• Local geography</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a familiar route</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons- summer</li> <li>• Revisit local geography</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of school/ Nursery (transition)</li> </ul>
UTW- History	<ul style="list-style-type: none"> <li>• Learning about me</li> <li>• Days of the week</li> <li>• Talk about people and events in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Basic time vocabulary (now, next, today, tomorrow, yesterday)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives</li> <li>• Listen to and talk about traditional stories</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence a traditional tale (using first, then, etc.)</li> <li>• Sequence own routines</li> </ul>	<ul style="list-style-type: none"> <li>• Children to talk about who helps them and when</li> </ul>	<ul style="list-style-type: none"> <li>• Children to discuss their own holidays and experiences</li> <li>• Transition timeline</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Families and friends- naming</li> <li>• Learn and follow Happy Class room Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn the. The Nativity Story</li> <li>• Talk about how they celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Children to talk about special events in their lives such as birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Children to explore similarities and differences within families</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about people who are important or special to them and say why.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are aware of what makes them unique, looking at the similarities and difference between them and others.</li> </ul>

EAAD- Art	<ul style="list-style-type: none"> <li>Explore different media and give meaning to their marks- chunky pencils, paint, chunky chinks, chunky crayons</li> <li>Draw a basic face taking notice of shapes e.g. representing face as a circle</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with joining different materials (PVA, pritt stick, cellotape, string, paperclips)</li> <li>Explore different textures using senses- soft, hard, bendy, bumpy</li> <li>Christmas cards</li> </ul>	<ul style="list-style-type: none"> <li>Explore different media and give meaning to their marks- chunky pencils, paint, chunky chinks, chunky crayons</li> <li>Drawings to begin to be recognisable and with a purpose (with adult guidance) <ul style="list-style-type: none"> <li>Textured paint</li> <li>Mud painting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explore different media and give meaning to their marks- chunky pencils, paint, chunky chinks, chunky crayons</li> <li>Exploration of colour mixing</li> <li>Create closed shapes with continuous lines to represent objects- linked to Fairy Tales e.g. castles</li> </ul>	<ul style="list-style-type: none"> <li>Explore different media and give meaning to their marks- chunky pencils, paint, chunky chinks, chunky crayons</li> </ul>	<ul style="list-style-type: none"> <li>Explore different media and give meaning to their marks- chunky pencils, paint, chunky chinks, chunky crayons</li> <li>Exploration of colour mixing and naming the colours they have used</li> </ul>
DT	<b>Use of tools</b> <ul style="list-style-type: none"> <li>continuous provision- learning to use the creative nursery environment</li> </ul>	<b>Joining materials</b> <ul style="list-style-type: none"> <li>continuous provision EAD</li> <li>enabling environment- access to glue, tape etc.</li> </ul>	<b>Use of tools</b> <ul style="list-style-type: none"> <li>simple scissors skills</li> <li>range of brush and pencil sizes</li> <li>tools when using playdough</li> </ul>	<b>Structures</b> <ul style="list-style-type: none"> <li>junk modelling materials- continuous provision to access resources to join materials</li> </ul>	<b>Moving parts</b> <ul style="list-style-type: none"> <li>explore constructions sets that include opportunities for wheels and levers to be added</li> </ul>	<b>Structures</b> <ul style="list-style-type: none"> <li>using shape to create a model</li> <li>range of construction sets</li> </ul>
Music	<ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Movement and listening games</li> <li>Say what they like about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Hear and recognise changes in sounds</li> <li>Respond to music in different ways <ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Play an un-tuned instruments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Sing with an accompaniment</li> <li>Recognise how sounds can be made</li> <li>Body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Choose a sound to match a theme e.g. animal</li> <li>Explore how sounds can be organised.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Listen to different music from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Sing and remember songs as part of a group</li> <li>Follow a beat or steady pulse</li> </ul>
Computing	Children introduced to the white board to tap and drag.	Take photographs of signs of Autumn.  Children to make pictures and	Explore and operate mechanical toys linked to emergency vehicles	Children can use voice recorders to record themselves telling a story.	Children to be able to use tap and drag	Children to use camera's to take holiday photos.

		arrangements with Autumnal objects and photograph their pictures.	Children to listen to instructions in a game- forward and backwards  Safer Internet Day	Take photographs of signs of Spring.		
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